

Bulletin of  
**Mississippi Southern College**

•

**The Graduate School of  
Education**



**Announcements for 1955-1956**

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Published by  
**MISSISSIPPI SOUTHERN COLLEGE**  
**HATTIESBURG, MISSISSIPPI**



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## **BULLETIN OF MISSISSIPPI SOUTHERN COLLEGE**

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### **The GRADUATE SCHOOL OF EDUCATION**

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**JULY, 1955**

**Published by  
MISSISSIPPI SOUTHERN COLLEGE  
HATTIESBURG, MISSISSIPPI**

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Published April 1, 1955

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## BOARD OF TRUSTEES

### Of State Institutions of Higher Learning, State of Mississippi

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#### Members with terms expiring May 7, 1956:

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THOMAS J. TUBB, First Congressional District.....	West Point
H. M. IVY, State-at-Large.....	Meridian
MARTIN V. B. MILLER, Fifth Congressional District.....	Meridian

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#### Members with terms expiring May 7, 1960:

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R. D. MORROW, State-at-Large.....	Brandon
DAVID COTTRELL, Sixth Congressional District.....	Gulfport
R. D. McLENDON, Southern Supreme Court District.....	Senatobia

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H. G. CARPENTER, Third Congressional District.....	Rolling Fork
R. W. REED, Northern Supreme Court District.....	Tupelo
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PAUL H. BOWDRE, LaBauve Trustee (DeSoto County).....	Hernando

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## OFFICERS OF BOARD

H. M. IVY.....	Chairman
E. R. JOBE.....	Executive Secretary

## GENERAL CALENDAR

## FALL QUARTER—1955

Wednesday, September 7—George Hurst School opens.

Saturday, September 10—8:00 a.m. to 12:00 Noon, and Monday, September 12 — graduate registration.

Sunday, September 11—12:00 Noon —Dormitories open.

Monday night, September 12 — Graduate classes begin.

Monday, October 24—Beginning of second term of fall quarter.

Thursday, November 24 — Thanksgiving Day.

Tuesday, Wednesday, Thursday, and Friday, November 29, 30, December 1, 2—Fall quarter examinations and records.

## WINTER QUARTER—1955-56

Saturday, December 3—8:00 a.m. to 12:00 Noon, and Monday, December 5—Graduate registration.

Sunday, December 11—8:00 a.m.— Annual presentation of "The Messiah."

Saturday, December 17—Christmas holidays begin.

Monday, January 2—12:00 Noon— Dormitories open.

Monday, January 2—8:00 a.m.— George Hurst School reopens.

Monday, January 30—Beginning of second term of winter quarter.

Tuesday, Wednesday, Thursday, and Friday, March 6, 7, 8, 9— Winter quarter examinations and records.

1955												
JANUARY					JULY							
S	M	T	W	F	S	S	M	T	W	T	F	S
					1							1
2	3	4	5	6	7	8	3	4	5	6	7	8
9	10	11	12	13	14	15	10	11	12	13	14	15
16	17	18	19	20	21	22	17	18	19	20	21	22
23	24	25	26	27	28	29	24	25	26	27	28	29
30	31					31						30
FEBRUARY							AUGUST					
		1	2	3	4	5		1	2	3	4	5
6	7	8	9	10	11	12	7	8	9	10	11	12
13	14	15	16	17	18	19	14	15	16	17	18	19
20	21	22	23	24	25	26	21	22	23	24	25	26
27	28						28	29	30	31		
MARCH							SEPTEMBER					
		1	2	3	4	5		1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9
13	14	15	16	17	18	19	11	12	13	14	15	16
20	21	22	23	24	25	26	18	19	20	21	22	23
27	28	29	30	31			25	26	27	28	29	30
APRIL							OCTOBER					
			1	2				1	2	3	4	5
3	4	5	6	7	8	9	2	3	4	5	6	7
10	11	12	13	14	15	16	9	10	11	12	13	14
17	18	19	20	21	22	23	16	17	18	19	20	21
24	25	26	27	28	29	30	23	24	25	26	27	28
							30	31				
MAY							NOVEMBER					
1	2	3	4	5	6	7		1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11
15	16	17	18	19	20	21	13	14	15	16	17	18
22	23	24	25	26	27	28	20	21	22	23	24	25
29	30	31					27	28	29	30		
JUNE							DECEMBER					
		1	2	3	4			1	2	3	4	5
5	6	7	8	9	10	11	4	5	6	7	8	9
12	13	14	15	16	17	18	11	12	13	14	15	16
19	20	21	22	23	24	25	18	19	20	21	22	23
26	27	28	29	30			25	26	27	28	29	30

## SPRING QUARTER—1956

Saturday, March 10—8:00 a.m. to 12:00 Noon, and Monday, March 12—Graduate registration.

Friday, March 23—High School Career Day.

Saturday, April 21—Registration for second term of spring quarter.

Tuesday, May 22—10:00 a.m.—Honors Day.

Tuesday, Wednesday, Thursday, and Friday, May 29, 30, 31, June 1—Spring quarter examinations and records.

Sunday, June 3—11:00 a.m.—Bacalaureate Sermon.

Sunday, June 3—5:45 p.m.—Graduation exercises.

## SUMMER QUARTER—1956

Monday, June 4—Graduate registration for summer quarter to be held same time and place as undergraduate registration.

Tuesday, June 5—Graduate classes begin.

Monday, June 11 to Friday, June 15—Annual Reading Conference.

Friday, July 13—First term examinations.

Monday, July 16—Registration for second term of summer quarter.

Tuesday and Wednesday, August 14 and 15—Summer quarter examinations and records.

Tuesday, August 14—8:00 p.m.—Graduation exercises.

1956

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	19	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31	—	—	—	—	29	30	31	—	—	—	—
FEBRUARY							AUGUST						
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	—	—	—	26	27	28	29	30	31	—
MARCH							SEPTEMBER						
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	26	27	28	29
APRIL							OCTOBER						
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	—	—	—	—	—	28	29	30	31	—	—	—
MAY							NOVEMBER						
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31	—	—	25	26	27	28	29	30	—
JUNE							DECEMBER						
3	4	5	6	7	8	9	2	3	4	5	6	7	8
10	11	12	13	14	15	16	9	10	11	12	13	14	15
17	18	19	20	21	22	23	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
—	—	—	—	—	—	—	30	31	—	—	—	—	—

**FACULTY**

R. A. McLemore, A.B., M.A., Ph.D. .... **Acting President**  
 A.B., Mississippi College, 1923; M.A., George Peabody College, 1926; Ph.D.,  
 Vanderbilt University, 1933.

John H. Allen, B.A., M.A. .... **Assistant Professor of Sociology**  
 B.A., Southeastern Louisiana College, 1949; M.A., Louisiana State University, 1951; Ph.D., Pennsylvania State University, 1955.

Loyal M. Bearss, B.A., M.S. .... **Director of Speech and Hearing Clinic**  
 and **Assistant Professor of Speech**  
 B.A., Western Michigan College, 1948; M.S., Purdue University, 1950;  
 graduate study, 1951.

Norman W. Bedwell, B.S., M.A., Ed.D. .... **Head of Division of Industrial Arts**  
 Associate Professor of Industrial Arts  
 B.S., University of Alabama, 1941; M.A., 1946; Ed.D., Bradley University,  
 1951.

Roy G. Bigelow, B.S.Ed., M.A., Ph.D. .... **Head of Division of Undergraduate**  
 Education and Psychology, Director of Workshops,  
 and Professor of Education  
 B.S.Ed., Central Missouri State College, 1920; M.A., University of Missouri,  
 1926; Ph.D., George Peabody College, 1939; independent study in Business  
 and Public Administration, 1940-1941, guided by Vanderbilt University.

Herman Boroughs, B.S., M.Ed., Ed.D. .... **Director of Correspondence Study**  
 Associate Director of Extension  
 and Professor of Education  
 B.S., Texas College of Arts and Industries, 1935; M.Ed., University of Missouri,  
 1946; Ed.D., 1948.

Paul D. Brandes, A.B., M.A., Ph.D. .... **Head of Division of Speech Arts**  
 and Professor of Speech  
 A.B., Eastern Kentucky State Teachers College, 1942; M.A., University of Wisconsin, 1947; Ph.D., University of Wisconsin, 1953; Law School, University of Mississippi, summer, 1953.

Zed H. Burns, B.S., M.S., Ed.D. .... **Head of Department of Psychology**  
 and Professor of Psychology and Education  
 B.A., in Arch., Alabama Polytechnic Institute, 1927; M.S., 1929; Ed.D., University of Cincinnati, 1937.

John N. Burrus, A.B., M.A., Ph.D. .... **Head of Department of Sociology**  
 and Associate Professor of Sociology  
 A.B., University of Mississippi, 1942; M.A., Louisiana State University, 1944; Ph.D., 1950.

J. E. Carruth, A.B., M.A., Ph.D. .... **Acting Professor of Education**  
 A.B., Millsaps College, 1905; M.A., George Peabody College, 1924; Ph.D., 1934.

O. N. Darby, B.S., M.A., Ph.D. .... **Registrar and Associate Professor of English**  
 B.S., Mississippi Southern College, 1926; M.A., University of Michigan, 1932; Ph.D., George Peabody College, 1953.

J. Treadwell Davis, B.S., M.A., Ph.D. .... **Professor of History**  
 B.S., Memphis State, 1936; M.A., Vanderbilt University, 1938; Ph.D., 1949.

Pattie Simmons Dowell, B.S., M.S., Ed.D. .... **Professor of Education**  
 B.S., George Peabody College, 1927; M.S., North Carolina State College of the University of North Carolina, 1930; Ed.D., New York University, 1945.

Carl C. Durkee, B.S., M.A. .... **Coordinator of Special Education Service**  
 and **Assistant Professor of Psychology**  
 B.S., Wisconsin State Teachers College, 1942; M.A., Northwestern University, 1945; graduate study, University of Chicago and University of Illinois.

Henry B. Easterling, B.S., M.A., Ed.D.....Associate Professor of Education  
B.S., Mississippi Southern College, 1939; M.A., University of Alabama, 1947; Ed.D., Duke University, 1952.

Katherine Marie Eide, Mus.B., Mus.M....Asst. Professor of 'Cello and Theory  
Mus.B., Oberlin College, 1936; Mus.M., 1940; student in 'cello of John Frazier, Emmanuel Feuermann; theory student of Normand Lockwood.

Joseph M. Ernest, Jr., A.B., M.A., Ph.D.....Associate Professor of English  
A.B., Maryville College, 1937; M.A., University of Tennessee, 1942; Ph.D., 1952.

Porter Lee Fortune, Jr., A.B., M.A., Ph.D.....Acting Dean of the College  
and Professor of History  
A.B., University of North Carolina, 1941; M.A., Emory University, 1946; Ph.D., University of North Carolina, 1949.

Stanley E. Fowler, B.A., M.A., Ph.D.....Associate Professor of Child  
Development and Family Life  
B.A., Baylor University, 1947; M.A., George Peabody College, 1948; graduate study, University of North Carolina, 1949-1951; Ph.D., Florida State University, 1955.

Bertha M. Fritzsche, B.S., M.S., Ph.D....Head of Division of Home Economics  
and Professor of Home Economics  
B.S., Iowa State College, 1922; M.S., 1929; Ph.D., Ohio State University, 1950.

Mary Louise Gehring, A.B., M.A., Ph.D.....Associate Professor of Speech  
and Director of Forensics  
A.B., Baylor University, 1943; M.A., Louisiana State University, 1949; Ph.D., 1952.

Joseph A. Greene, Jr., A.B., M.A., Ph.D.....Head of Division of Commerce  
Professor of Economics  
A.B., Berea College, 1941; M.A., University of Virginia, 1934; Ph.D., 1951.

Gilbert F. Hartwig, Ph.B., M.A., Ph.D....Assistant Professor of Speech Arts  
and Director of Dramatics  
Ph.B., Marquette University, 1939; M.A., ibid., 1949; Ph.D., University of Wisconsin, 1953.

Joseph Huck, Mus.B., M.M.....Head of Piano Department  
and Associate Professor of Piano and Theory  
Mus.B., American Conservatory, 1936; M.M., 1940; private piano tutelage under Andre Skalski, Leroy Campbell, Rudolph Reuter, Allen Spencer and Bruno Glade.

Marjorie Jackson, Mus.B., Mus.M., A.A.G.O.....Asst. Professor of Organ  
Theory and Musicology, College Organist  
Mus.B., American Conservatory, 1947; Mus.M., 1949; artist student of Dr. Frank van Dusen, Andre Marchal, Claire Coci and Edouard Nies-Berger in organ; composition student of Stella Roberts and Theodore Chandler.

James Richard Johnson, B.S. in Ed., LL.B., M.A., Ed.D....Head of Extension  
and Correspondence Division  
Professor of Education  
B.S. in Ed., Kirksville State Teachers College, 1922; LL.B., American Extension University, 1926; M.A., University of Missouri, 1926; Ed.D., 1940.

John Jones, Jr., B.S., M.A.....Head of Mathematics Department  
and Associate Professor of Mathematics  
B.S., George Peabody College, 1940; M.A., 1946; graduate study, University of North Carolina, 1949; 1950-51; 1951-52; 1952-53.

Arthell Kelley, B.S., M.A., Ph.D.....Associate Professor of Geography  
and Head of Geography Department  
B.S., Mississippi Southern College, 1940; M.A., University of Missouri, 1948; Ph.D., University of Nebraska, 1954.

Sheriff L. Knight, A.B., M.A., Ed.D. .... Director of Audio-Visual Education Library and Associate Professor of Education  
A.B., Southwestern, 1938; M.A., Mississippi Southern College, 1950; Ed.D., Indiana University, 1952.

Norvin L. Landskov, A.B., M.A., Ph.D. .... Head of Department of Secondary School Education, Director of Student Teaching and Professor of Education  
A.B., St. Olaf College, 1926; M.A., University of Minnesota, 1934; Ph.D., 1946.

L. R. LaVallee, A.B., M.A., Ph.D. .... Associate Professor of Economics  
A.B., University of Colorado, 1940; M.A., Indiana University, 1941; Ph.D., Syracuse University, 1953.

R. G. Lowery, B.S., M.A., Ph.D. .... Acting Head of Division of Language and Literature  
B.S., Mississippi College, 1918; M.A., George Peabody College, 1922; Ph.D., 1927.

Clarence E. McCarver, A.B., M.A., Ed.D. .... Head of Division of Health and Physical Education, Professor of Health and Physical Education  
A.B., Howard Payne College, 1931; M.A., George Washington University, 1934; Ed.D., University of Texas, 1942.

James E. McKee, B.S.Ed., M.A. .... Director of Guidance Center  
Assistant Professor of Education  
B.S.Ed., Pennsylvania State Teachers College, 1941; M.A., Teachers College, Columbia University, 1946; graduate study, 1946, 1947, and 1950.

Carl L. McQuagge, B.S., M.A., Ed.D. .... Director of George Hurst School and Associate Professor of Education  
B.S., Mississippi Southern College, 1932; M.A., University of Mississippi, 1947; Ed.D., University of Texas, 1954.

John B. Mader, A.B., M.A. .... Assistant Professor of Speech  
A.B., Western Michigan College, 1951; M.A., Florida State University, 1952.

Raymond Mannoni, B.S., Mus.B., Mus.M., M.Mus.Ed. .... Assistant Professor of Instrumental Music Education, Director of College Bands, Head of Wind Instruments Department  
B.S., Kansas State Teachers College, 1944; Mus.B., University of Michigan, 1945; Mus.M.Ed., ibid., 1947; Mus.M., Northwestern University, 1948; completed resident requirements for Mus.Ed.D. from Chicago Musical College. Student of Dr. William D. Revelli, Dr. John W. Beattie, Traugott Rohner, Glenn C. Bainum, J. J. Richards, David Mattern, Hans Rosenwald, Dr. Duane Haskell, Dr. E. Thayer Gaston, Thor Johnson, Gerald M. Carner, Erik Leidzen, Philip J. Lang, Max Pottag and Dr. Walter McCray.

Frank Earl Marsh, Jr., Mus.B., M.A. .... Head of Division of Fine Arts and Professor of Music  
Mus.B., New England Conservatory of Music, 1916; M.A., Syracuse University, 1926; student of Senor Alberto Jones, Dr. Adolf Frey, Kurt Fischer, Ethel Newcomb, Arthur Newstead, George W. Chadwick, F. Stuart Mason, Dr. William Berwald, Dr. Frank Sill Rogers.

J. L. Milam, A.B., M.A., Ed.D. .... Professor of Health and Physical Education  
A.B., Louisiana Institute of Technology, 1936; M.A., Columbia University, 1940; Ed.D., 1950.

Leo R. Miller, B.S.Ed., M.S.Ed., Ed.D. .... Head of Department of Elementary Education and Professor of Elementary Education  
B.S.Ed., Missouri Teachers College, 1935; M.S.Ed., University of Kansas, 1939; Ed.D., Pennsylvania State College, 1945.

Charles Moorman, B.A., M.A., Ph.D. .... Associate Professor of English  
B.A., Kenyon College, 1949; M.A., Tulane University, 1951; Ph.D., *ibid.*,  
1953.

John F. Nau, B.D., M.A., Ph.D. .... Head of Department of Religion  
and Philosophy and Associate Professor  
of History and Philosophy  
B.D., Concordia Seminary, 1936; M.A., Tulane University, 1948; graduate  
study, University of South Carolina, 1948-1952; Ph.D., 1954.

Ralph S. Owings, A.B., M.A., Ed.D. .... Head and Professor of  
Educational Administration  
A.B., Wofford College, 1924; M.A., 1935; M.A., Teachers College, Columbia  
University, 1940; Ed.D., 1949.

Roger P. Phelps, Mus.B., Mus.M., Ph.D. .... Head of Musicology Department  
and Associate Professor of Woodwinds,  
Music Education, and Musicology, and  
Director of Symphony Orchestra  
Mus.B., Eastman School of Music, 1941; Mus.M., Northwestern University,  
1947; Ph.D., State University of Iowa, 1951; student of Dr. Anne E. Pierce,  
Dr. John W. Beattie (music education); Albert T. Luper (musicology); Karl  
D. Van Hoesen (conducting); Robert Sprenkle, Francis Napolilli, Frank  
Malewski (oboe); Dr. Thomas C. Collins (bassoon); Dorothy White (flute);  
Himie Voxman (clarinet).

William Presser, A.B., Mus.M., Ph.D. .... Assistant Professor of  
Theory, Composition and Conducting;  
Head of Theory Department  
A.B., Alma College, Alma, Mich., 1938; Mus.M., University of Michigan,  
1940; Ph.D., in Music Theory, Eastman School of Music, 1946; student of  
Percival Price, William Skeat, Gardner Read, Burrill Phillips, Fraser Har-  
rison, Dr. Paul White, Dr. Herman Genhart, and Pierre Monteaux (con-  
ducting).

B. Earl Prince, B.S., M.S., Ph.D. .... Associate Professor of Biological Sciences  
B.S., Louisiana State University, 1940; M.S., 1950; Ph.D., 1953.

Reginald C. Reindorp, A.B., M.A., Ph.D. .... Director of Institute  
of Latin American Studies  
A.B., University of New Mexico, 1931; M.A., 1933; Ph.D., University of  
Texas, 1949.

Anna M. Roberts, A.B., M.A., B.S. in L.S. .... Librarian  
and Professor of Library Science  
A.B., Vanderbilt University, 1920; M.A., 1922; B.S. in L.S., University of  
Illinois, 1933; graduate study, University of Chicago Graduate Library  
School, 1938.

Glenn R. Scott, Jr., B.S., M.B.A., C.P.A. .... Associate Professor of  
Accounting and Business Administration  
B.S., University of Oklahoma, 1949; M.B.A., 1950.

Ralph C. Staiger, A.B., M.A., Ed.D. .... Director of Reading Clinic  
Professor of Psychology  
A.B., Columbia College, 1939; M.A., Teachers College, Columbia Univer-  
sity, 1942; Ed.D., Temple University, 1952.

Martin Stegenga, B.S., M.S. .... Acting Head of  
Business Education Department and  
Assistant Professor of Business Education  
B.S., Mississippi State College, 1937; M.S., 1939; graduate study, Indiana  
University, 1952-54.

Leonard Stocker, A.B., M.A. .... Assistant Professor of Voice,  
Director of Opera Workshop  
Head of Voice Department  
A.B., University of Michigan, 1933; M.A., Teachers College, Columbia  
University, 1951; artist student of Francis Rogers, Arthur Gerry, New York  
City; Leo Roseneck, Vienna; Camille DeCresus and George Maugrere, Paris  
(voice); Thomas Wood Stevens, Valentine Windt, Josef Turnau (acting);  
Riccardo Deller (opera repertoire).

Wilbur White Stout, A.B., M.A., Ph.D. Professor of English  
A.B., University of North Carolina, 1921; M.A., 1922; Ph.D., 1926.

William Herbert Sumrall, B.S., A.B., M.A., Ph.D. Dean of Graduate School  
of Education and Professor of Psychology  
B.S., Clarke College, 1915; A.B., Mississippi College, 1924; M.A., 1925;  
Ph.D., Indiana University, 1929.

James R. Switzer, B.S., M.S., ED.D. Dean of Student Welfare  
and Associate Professor of Health  
and Physical Education  
B.S., Mississippi Southern College, 1941; M.S., Louisiana State University,  
1947; Ed.D., University of Texas, 1952.

Amelia Thompson, B.S., M.S. Assistant Professor of Home Economics  
B.S., Judson College, 1916; M.S., University of Tennessee, 1938, advanced  
study, University of Chicago, 1946.

Sam B. Tidwell, B.S., M.S., C.P.A. Associate Professor of Accounting  
B.S., Bowling Green College of Commerce, 1942; M.S., George Peabody  
College, 1947; graduate study, Iowa State University, 1950-51 and 1951-52.

J. Fred Walker, A.B., M.S., Ph.D. Head of Division of Biological Sciences  
and Professor of Biology  
A.B., University of Mississippi, 1927; M.S., 1931; Ph.D., University of Iowa,  
1935.

Angeline Watkins, B.S., M.A., Ed.D. Professor of  
Health and Physical Education  
and Head of Physical Education for Women  
B.S., Mississippi Southern College, 1936; M.A., Columbia University, 1942;  
Ed.D., 1952.

Robert A. Woodmansee, B.S., M.S., Ph.D. Assistant Professor of Biology  
B.S., University of Miami, 1948; M.S., University of Miami, 1949; Ph.D.,  
Western Reserve, 1952.

Leon A. Wilber, A.B., M.A., Ph.D. Head of Division of Social Studies  
and Professor of Social Studies  
A.B., University of Michigan, 1927; M.A., 1929; Ph.D., 1939.

Thomas Daniel Young, B.S., M.A., Ph.D. Acting Dean of the Basic College  
and Professor of English  
B.S., Mississippi Southern College, 1941; M.A., University of Mississippi,  
1948; Ph.D., Vanderbilt University, 1950.

## GRADUATE FELLOWS

Charles J. Beysselance, Jr.	Health and Physical Education
Marilyn Brown	Speech
Wiley E. Clement	Education
Anna Mae Bigner Cummings	Home Economics
Grace E. von Ehrenkrook	Health and Physical Education
William Frank	English
Sharon Franklin	Administrative Personnel and Counseling
Lily Frances Limbaugh	Administrative Personnel and Counseling
Donna McHenry	Music
Ouida Gean Muller	English
Virginia Sumrall	Administrative Personnel and Counseling
Helen Welsch	Social Studies
Karen Whittet	Music

## ADMINISTRATIVE OFFICERS

R. A. McLemore, A.B., M.A., Ph.D.	Acting President
Porter L. Fortune, Jr., A.B., M.A., Ph.D.	Acting Dean of the College
T. Dan Young, B.S., M.A., Ph.D.	Acting Dean of the Basic College
W. H. Sumrall, A.B., M.A., Ph.D.	Dean of Graduate School of Education
James R. Switzer, B.S., M.S., Ed.D.	Dean of Student Welfare
Lena Y. Gough, B.S., M.A.	Dean of Women
O. N. Darby, B.S., M.A., Ph.D.	Registrar
James R. Johnson, B.S.Ed., LL.B., M.A., Ed.D.	Director of Extension and School Service
Raymond Clegg, B.S., M.S.	Acting Dean of Men
Charles O. Smalling, B.S.	Financial Secretary
Ivah O. Wilber, B.S., M.A.	Assistant Dean of Women
*John T. Palmer, B.S., M.A.	Director of Student Activities
Anna M. Roberts, A.B., M.A., B.S. in L.S.	Librarian
Mary Pulley, B.S.	Registrar Emeritus
Herman Boroughs, B.S., M.Ed., Ed.D.	Director of Correspondence Study
Murray W. Kenna, A.B., M.A.	Director of Admissions
Reed Green, B.S.	Director of Intercollegiate Athletics
Jack Moore, B.S.	Director of Public Relations
James E. McKee, B.S., M.A.	Director of Guidance Clinic
Dorothy Lenoir	Director of Placement Bureau
Powell G. Ogletree, B.S., M.A.	Alumni Secretary

## HEADS OF DIVISIONS

J. Fred Walker, A.B., M.A., Ph.D.	Biological Sciences
Joseph A. Greene, A.B., M.A., Ph.D.	Commerce
Roy G. Bigelow, B.S.Ed., M.A., Ph.D.	Education and Psychology
Frank E. Marsh, Jr., Mus.B., M.A.	Fine Arts
Clarence E. McCarver, B.S., M.A., Ed.D.	Health and Physical Education
Bertha M. Fritzsche, B.S., M.S., Ph.D.	Home Economics
Norman W. Bedwell, B.S., M.A., Ed.D.	Industrial Arts
R. G. Lowrey, B.S., M.A., Ph.D.	(Acting) Language and Literature
Tom E. Cole, Lt. Col., U.S.A., A.B.	Military Science and Tactics
Oliver V. Austin, A.B., M.A.	Physical Sciences and Mathematics
John M. Frazier, B.S., M.A.	Conservation and Natural Resources
Leon A. Wilber, A.B., M.A., Ph.D.	Social Studies
Paul D. Brandes, A.B., M.A., Ph.D.	Speech Arts

## GRADUATE COUNCIL

W. H. Sumrall, Chairman; Roy G. Bigelow, Paul D. Brandes, O. N. Darby, Porter L. Fortune, Jr., Bertha M. Fritzsche, Joseph A. Greene, Norvin L. Landskov, R. G. Lowrey, C. E. McCarver, R. A. McLemore, Frank Earl Marsh, Leo R. Miller, Ralph S. Owings, J. F. Walker, Leon A. Wilber, T. D. Young.

\*Leave of absence 1955-56.

## THE GRADUATE SCHOOL OF EDUCATION

### GENERAL INFORMATION

Mississippi Southern College was granted permission to organize a Division of Graduate Studies by the Board of Trustees of Institutions of Higher Learning on May 26, 1947. On March 27, 1952, by action of the Board of Trustees of Institutions of Higher Learning, the division became the Graduate School of Education. The Master of Arts degree will be conferred on those meeting the requirements in the field of education, with a major in nine particular fields: school administration and supervision, secondary education, elementary education, communications, health and physical education, home economics, music, administrative personnel and counseling, psychology of reading, and speech. The Master of Arts degree may also be acquired in the teaching of several fields: biological sciences, commerce, English, history or social studies, and mathematics. The Graduate School was accredited by the American Association of Colleges for Teacher Education on February 25, 1950.

On April 26, 1951, the Board of Trustees of Institutions of Higher Learning of the State of Mississippi gave Mississippi Southern College permission to offer a second year of graduate work in the fields of school administration and supervision, secondary education, and elementary education. Then on July 17, 1952, the Board of Trustees gave the college permission to grant the Master of Education degree in school administration and supervision, secondary education, and elementary education. Work previously counted toward the second year certificate will now count toward the Master of Education degree. Forty-five quarter hours above the Master of Arts degree are required for the Master of Education degree.

### PURPOSES AND OBJECTIVES

One of the primary functions of Mississippi Southern College is to prepare teachers, supervisors, and administrators for all branches of public school service. The graduate curriculum is intended to meet the needs of teachers in the elementary and secondary schools and junior colleges as well as to provide an organized program of training for school administrators and supervisors.

The student who pursues graduate work broadens his professional outlook and academic knowledge, receives additional professional training, and familiarizes himself with techniques of research. The student must manifest ability to collect and evaluate data and must be able to see the implication of his conclusions in relation to other fields of human interest and study.

The Master of Arts degree in education will be regarded primarily as an extension and broadening of the professional education received on the undergraduate level with particular emphasis upon the fields of study in which the student is interested. The goal sought is the improvement of classroom instruction and/or school administration and supervision.

The ultimate aim is the fusion of the professional and subject-matter training of maximum benefit to the particular student.

A student working toward the Master of Arts degree or Master of Education degree may wish to pursue further work in graduate education for the following purposes:

- (1) To strengthen himself in areas in which he finds himself deficient.
- (2) To complete the work for the certificate in order to meet certain standards set up by accrediting agencies.
- (3) To continue graduate work toward the Ph.D. or Ed.D. degree.

## ADMISSION TO GRADUATE SCHOOL OF EDUCATION

Students who are graduates of a teachers college, a liberal arts college, or a university, provided the particular institution is approved by a recognized accrediting agency, may be admitted for graduate work. Two official transcripts of the undergraduate record must be filed with the dean of the Graduate School of Education before admission to the Graduate School. A quality point average of 1.5 or better must have been attained in the undergraduate courses. Experience points to the fact that students with an honor-point rating below 1.5 in their undergraduate work find it very difficult to maintain an average of B or better in their graduate work. All students in the Graduate School must maintain a B or better average. No grade below a C will count toward graduation. Failure to accomplish this rating will endanger the person's standing and subject him to scholastic probation.

Graduate students are required to take a comprehensive standard test approved by the committee on graduate studies before admission to candidacy for the Master of Arts degree. They must earn 28 quarter hours of graduate credit after taking this examination before receiving this degree. If the score on the test is not sufficiently high to admit the applicant to candidacy for a degree, he may once repeat the test after the passage of an interval of time approved by the committee.

The graduate committee will pass on all applications of candidates for graduate degrees. It may, however, delegate the authority to a sub-committee if it prefers.

Students may wish to pursue graduate work for at least three reasons, namely: (1) To gain knowledge in an area for its own sake, i.e., for the pleasure that comes as a result of mastery of materials; (2) in order to prepare for more advanced work in some area of knowledge, and; (3) in order to prepare to do a better job in teaching or administering and supervising the public schools and junior colleges of our section.

## REQUIREMENTS FOR A MASTER OF ARTS DEGREE

The student may have a choice of either Plan I or Plan II as outlined below.

### PLAN I

Candidates for the Master of Arts degree under Plan I are required to do a<sup>\*</sup> minimum of 36 weeks (three quarters) of graduate work in residence study at Mississippi Southern College and earn a minimum of 45 quarter hours including credit for work done on a thesis. The amount of credit for the thesis will be eight quarter hours, subject to the approval of the student's advisory committee. This curriculum is intended primarily for those who plan to do further study toward a higher degree. Twelve or sixteen quarter hours will be considered a full load for any student. Less than full residence is computed by the ratio of course hours actually taken in this normal load. Ten or eleven quarter hours, therefore, would be considered three-fourths of a full quarter's residence, etc.

### PLAN II

Candidates for the Master of Arts degree under Plan II are required to do a minimum of 36 weeks (three quarters) of work in residence study and to earn a minimum of 45 quarter hours of credit. A thesis is not required.

## REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

To begin work toward the Master of Education degree a student must have a Master of Arts degree from Mississippi Southern College or from any other acceptable institute of higher learning.

The Master of Education degree is offered in the following fields of study: school administration and supervision, secondary education, and elementary education. A student pursuing one of these courses of study must complete 45 quarter hours on the second year level, do a creditable quality of work, and meet all course requirements.

#### **GENERAL REQUIREMENTS AND OTHER PERTINENT INFORMATION FOR MASTER OF ARTS DEGREE**

1. Candidates for the Master of Arts degree must comply with the following regulations in addition to the foregoing requirements:
  - a. Hold a bachelor's degree from an accredited institution and satisfy all undergraduate requirements in the institution.
  - b. Application for graduate work should be made to the dean of the Graduate School of Education. If not a graduate of Mississippi Southern College, two official transcripts must be filed with the dean of the Graduate School before registering. The complete record of the student includes the high school record, junior college record (if any), as well as the senior college transcript.
  - c. If the student has done graduate work elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the dean of the Graduate School with two official transcripts of his work.
  - d. The student must supply the dean of the Graduate School with a program of his studies after he and his advisory committee have outlined his work.
  - e. Four quarter hours is the maximum load for a quarter if the student is holding a full-time job or teaching position. The present state certification law limits the student to four quarter hours per quarter which may count toward fulfilling the requirements for certification purposes.
  - f. The student who is a candidate for a Master of Arts degree must file his application for the degree with the dean of the Graduate School by the end of the quarter previous to the one in which he expects to graduate.
  - g. If a thesis is submitted as partial fulfillment of the requirements for a degree, it must be presented to the dean of the Graduate School by the chairman of the student's advisory committee at least three weeks before the degree is to be conferred. A fee for binding the thesis will be charged. The fee for binding the thesis is \$2.50 per copy, regardless of the number of copies the student wishes to be bound, and is payable at the time the thesis is accepted.
  - h. The student's advisory committee will pass on the final acceptance or rejection of the thesis.
  - i. Two copies of the thesis must be furnished the dean of the Graduate School. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.
  - j. The thesis must show independent thinking, original investigation, mastery of subject-matter and ability to do research in the field of major interest.
2. No regular faculty member of Mississippi Southern College may take an advanced degree in this institution but should take work elsewhere.

3. An undergraduate major or its equivalent shall constitute the basis for a graduate major in any field. A minimum of 27 quarter hours must have been taken in undergraduate work in the field in which the student expects to major. A student who desires to major in any area other than school administration, secondary education, or elementary education must have a minimum of 12 quarter hours of appropriate undergraduate work in education and psychology. The student's attention is called to the undergraduate prerequisites, if any, listed under the course patterns for each major.
4. Work taken more than five years before the date at which the Master of Arts degree is expected may not be used to count for credit toward that degree.
5. Undergraduates in this institution who plan to undertake graduate study, and who have fulfilled all requirements for the bachelor's degree except one or two courses, may be allowed to enroll in certain graduate courses after fulfilling requirements for entrance into the Graduate School. In such an arrangement, the dean of the Graduate School will inform the instructor that work of a graduate nature will be expected of the student.
6. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the college, will be expected to take more than one academic year to complete the work for a Master of Arts degree.
7. A minimum of half of the student's work must be in courses numbered 500 and above. Graduate students, however, may elect to take some undergraduate courses provided they need the work, and provided the graduate committee passes favorably on such courses. Graduate students, however, must do extra work in such undergraduate courses, such as term papers, research, etc., as may be directed by the professor in charge.
8. An average of "B" or better is required and no grade below "C" will count toward graduation. Not more than three grades of "C" may be made by graduate students which must be compensated by "A's" in the same number of hours.
9. Graduate credit from other accredited institutions is acceptable for as much as nine quarter hours provided it is in the chosen field or fields of the student's work. A student may not take extension courses to count toward his degree if he has transferred nine quarter hours from another institution. As many as nine quarter hours may be taken by extension provided the student has no transfer credit from another institution counted toward his degree.
10. Extension work given by an institution must be acceptable toward graduation in that institution before Mississippi Southern College will allow graduate credit toward the Master of Arts degree.
11. A committee of three, appointed by the dean of the Graduate School, will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.
12. In addition to the regular course examination a final comprehensive oral or written examination, or both, may be required of all candidates for the Master of Arts degree. The candidate will be examined on his major subject and his thesis, if he pursues Plan I; or his field or fields of concentration if he pursues Plan II. The oral examination will be conducted by a committee appointed by the dean of the Graduate School. A written notice of the time and place of holding the examination will be sent to the candidate and to each member of the committee. The written comprehensive examination will be held during the seventh

week of the final quarter in which the student expects to complete his work.

13. A student should complete his Master of Arts work within five consecutive years from the date of initial enrollment.
14. A photograph 2 x 2½ inches, must be provided by the student at registration. No student is properly registered until the photograph is provided. The student should furnish a photograph which is a good likeness.

#### **GENERAL REQUIREMENTS AND OTHER PERINENT INFORMATION FOR MASTER OF EDUCATION DEGREE**

1. Candidates for the Master of Education degree must comply with the following regulations in addition to the foregoing requirements:
  - a. Hold a Master of Arts degree from an acceptable institution.
  - b. Application for work towards a Master of Education degree should be made to the dean of the Graduate School. If not a graduate of Mississippi Southern College, two official transcripts must be filed with the dean of the Graduate School before registering. The complete record of the student includes the high school record, junior college record (if any), senior college transcript, and transcript of Master of Arts degree work.
  - c. If the student has done graduate work toward the Master of Arts degree elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the dean of the Graduate School with two official transcripts of his work.
  - d. The student must supply the dean of the Graduate School with a program of his studies after he and his advisory committee have outlined his work.
  - e. Four quarter hours is the maximum load for a quarter if he is holding a full-time job or teaching position. The present state certification law limits the student to four quarter hours per quarter, which may count toward fulfilling the requirements for certification purposes.
  - f. The student who is a candidate for the Master of Education degree must file his application for the degree with the dean of the Graduate School by the end of the quarter previous to the one in which he expects to graduate.
  - g. The field study that is submitted as partial fulfillment of the requirements for the Master of Education degree must be presented to the dean of the Graduate School by the chairman of the student's advisory committee at least three weeks before the degree is to be conferred. The fee for binding the field study is \$2.50 per copy, regardless of the number of copies the student wishes to be bound, and is payable at the time the field study is accepted.
  - h. The student's advisory committee will pass on the final acceptance or rejection of the field study.
  - i. Two copies of the field study must be furnished the dean of the Graduate School. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.
  - j. The field study must show originality, mastery of organization and

subject matter, and the ability to do research in the field of major interest.

2. Work taken more than five years before the date at which the Master of Education degree is awarded may not be used to count for credit toward that degree.
3. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the college, will be expected to take more than one academic year to complete the work for the Master of Education degree.
4. An average of "B" or better is required of all work toward the Master of Education degree.
5. A committee of three, appointed by the dean of the Graduate School will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.
6. In addition to the regular course examination a final comprehensive oral or written examination, or both, may be required of all candidates for the Master of Education degree. The candidate will be examined on his major subject and his field study. The oral examination will be conducted by a committee appointed by the dean of the Graduate School. A written notice of the time and place of holding the examination will be sent to the candidate and to each member of the committee.
7. A student should complete his Master of Education degree within five consecutive years from the date of initial enrollment.
8. A photograph, 2 x 2½ inches, must be provided by the student at registration. No student is properly registered until the photograph is provided. The student should furnish a photograph which is a good likeness.

### **RESIDENCE REQUIREMENTS**

The minimum residence requirement is one academic year or a minimum of three summer sessions of twelve weeks each. This statement presupposes the completion of at least 45 quarter hours work. Some students can complete the requirements for the Master of Arts degree in one year. It is not unusual for graduate students to include a summer session of an additional year for the degree.

A minimum of one full quarter's work on the campus is expected of every graduate student before completion of requirements for the Master of Arts degree.

**TIME LIMIT:** A student should complete his Master of Arts degree or Master of Education degree within five consecutive years from the date of initial enrollment. If he exceeds this time limit he may be required to take additional qualifying examinations or an additional amount of course work or both. In addition, a candidate for the Master of Music degree must petition the graduate music committee for an extension of time, giving reasons for the request and submitting plans for the completion of his work.

### **SCHOLARSHIPS AND FELLOWSHIPS**

A limited number of fellowships are available and holders of such fellowships will be asked to do a limited amount of work for the college. The dean of the Graduate School will assign such work and determine the amount of time expected of each student. The stipend for the fellowship is fixed at \$375.00 per regular scholastic year. Also a limited number of teaching fellowships amounting to \$500.00 and \$650.00 per regular scholastic year are available to outstanding students.

## MUSIC

### GENERAL INFORMATION

As a result of the increased demand for more than undergraduate training in all lines of the music profession, the Division of Fine Arts has established graduate programs to accommodate qualified students in limited fields of concentration. The general requirements for graduate study leading to a degree are listed below, and fields of concentration are shown. The division, however, treats each case individually, and although the courses outlined will serve as a general guide, the student has some choice in determining his or her course.

### PHYSICAL EQUIPMENT

Graduate students will be privileged to use and enjoy the facilities and comforts of the lovely new Frank E. Marsh Fine Arts Building, which will be opened at the beginning of the summer term. This modern building is completely air-conditioned and designed specifically for and devoted to the study of music and art. The music facilities include 32 individual sound-proofed and acoustically treated practice rooms, 20 instructional studios, three large classrooms, an instrumental unit for band and symphony and equipped for broadcasting, a large choir room provided with three levels, a complete library with a listening room, and an auditorium that seats 336 people.

Almost all of the equipment available for practice and lessons will be new. The splendid Frazee 3-manual pipe organ in the college auditorium is regularly used for lessons and practice by advanced organ students, and two new Moeller 2-manual organs, in individual rooms, supplement the practice facilities. A large number of brass, woodwind, percussion, and stringed instruments which are being added to from year to year facilitate the work of instrumental study classes and of the college concert organizations.

### CURRICULA

Three options are available to the graduate student in the selection of a program of studies, the choice being his own, subject to approval of his qualifications for the particular course by the graduate committee. A theory placement examination will be given each applicant who seeks admission to the graduate division.

Course I (Performance) may be elected upon recommendation of the applied music professor and satisfactory audition before the graduate committee and the faculty of the department involved. Qualification for this curriculum presupposes a level of performance well above that of the average senior major in the applied music field, and the requirements as to technical facility and repertoire follow the stipulations of the graduate commission of the National Association of schools of music. In addition to the performance of a recital, the candidate is expected to appear creditably in a major work with the Symphony Orchestra.

Course II (Theory) is organized to give the student pedagogy for the teaching of theory, and also to give him further opportunity to develop his own skill in the manipulation of the materials of music. Theoretical investigation, culminating in the writing of a thesis, will be done in the field of pure theory and must display evidence of musical scholarship.

Course III (Music Education) is designed to serve teachers of music in branches of activity, whether in the public schools, private studio or collegiate music school. In addition to sound musicianship, the candidate in Course III must demonstrate musical scholarship of high order, such as will find expression in the preparation of a worthwhile thesis. Persons desiring to prepare for administration work in music, such as general or instrumental supervision of music education in the public schools of Mississippi, are encouraged to elect this course.

## REQUIREMENTS FOR THE DEGREE OF MASTER OF MUSIC

The degree of Master of Music is conferred at the recommendation of the graduate committee upon fulfillment of the following requirements:

1. The candidate must have completed 45 quarter hours of graduate study with a major in piano, organ, voice, violin, 'cello, or theory. The following distribution of credits is required:

(a) For a major in Applied music (piano, organ, violin, 'cello or voice)  
Applied Music

Major	15	quarter hours
Minor	3	quarter hours
Music Literature 527, 528, 529	12	quarter hours
Analytical Technic 521, 522, <u>523</u>	6	quarter hours
Essay and Recital	9	quarter hours

(b) For a Theory Major:

Applied Music (Piano)	6	quarter hours
Pedagogy of Theory 524, 525, 526	6	quarter hours
Analytical Technic 521, 522, 523	6	quarter hours
Advanced Counterpoint (197, 198, 199)	6	quarter hours
Advanced Composition (200, 201, 202)	6	quarter hours
Advanced Orchestration (203, 204, 205)	6	quarter hours
Essay and Arrangement for Symphonic Band or Orchestra	9	quarter hours

## MASTER OF MUSIC EDUCATION

The degree of Master of Music Education is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed 45 quarter hours of graduate study with a major in music education.

2. The following distribution of credits is required:

Applied Music	6	quarter hours
Music Education 533, 534, 535	6	quarter hours
Music Education 530, 531, 532	6	quarter hours
*General Education	15	quarter hours

Theory courses selected from the following:

Advanced Counterpoint (197, 198, 199)	6	quarter hours
Composition 164, 165, 166	6	quarter hours
Advanced Orchestration (203, 204, 205)	6	quarter hours
Analytical Technic 521, 522, 523	6	quarter hours
Conducting (Required without credit unless previously studied)	6	quarter hours
Thesis	6	quarter hours

\*Education 504, 507, 510, and 515 are recommended.

All students must pass an oral and written examination in the field in which they are taking their degree.

The candidate must have spent at least one academic year (three quarters, or three summer quarters of twelve weeks each) in residence in Mississippi Southern College, Division of Fine Arts. Applied music study is required throughout the year of graduate study.

## REGULATIONS

**ADMISSION REQUIREMENTS:** Admission to graduate study in the Division of Fine Arts (Music) will be granted at the discretion of the graduate committee under the following conditions:

1. The candidate must have graduated from an accredited institution

with the degree of Bachelor of Music or Bachelor of Music Education, or an equivalent degree.

2. He must present undergraduate credit of not less than 180 quarter hours.
3. The average grade of his undergraduate scholarship must have been not less than C, the average of his major subject not less than B. Only work of a grade of B or above will be accepted for graduate credit.
4. He must take a theory placement examination.

**TESTS AND AUDITIONS:** A testing program, for advising purposes, is one of the functions of the graduate school. The tests are given during the first week of the fall quarter and the first week of the summer quarter (for summer session students only) and are required of all graduate music students. Auditions for applied majors are given at the same time. Approval of the graduate faculty in music must first be obtained before a student may major in an applied field.

**DEFICIENCIES:** The college shall have the power to decide wherein a student is in any manner deficient, regardless of the number of credits accumulated, and shall recommend means whereby such deficiency may be removed.

**CANDIDACY FOR A DEGREE:** Admission to study in the graduate school does not imply acceptance to candidacy for a degree. In order to become an actual candidate for the Master of Music degree or Master of Music Education degree, the student must meet the requirements of the approved list at least one quarter before the expected date of graduation. This involves (1) maintaining a satisfactory level of work in graduate courses (no grade less than "B"), and (2) presenting a brief outline for the treatment of the thesis topic. Upon the completion of the course work and of the thesis, the candidate must be prepared to pass an oral examination on the material of his thesis.

**ENSEMBLE:** All resident graduate students shall attend recitals and be enrolled in the Hattiesburg Choral Union, Symphonic or College Concert Band.

#### EXPENSES

A registration fee of \$10.00 is required of all graduate students as a matriculation fee in the graduate school. The fee is paid once, and only once, by the student during his period of residence as a graduate student at Mississippi Southern College. This fee is not refundable.

Quarter Hours	Incidental Fee	Charge Veteran (Out-of-State Tuition)
12-16 (full load) _____	\$59.00	\$66.66
9-11 ( $\frac{3}{4}$ load), per qtr. hr._____	5.00	49.99
6- 8 ( $\frac{1}{2}$ load), per qtr. hr._____	5.00	33.33
1- 5 ( $\frac{1}{4}$ load), per qtr. hr._____	5.00	16.66
Gulf Coast Research Laboratory registration fee	10.00	

#### HALF QUARTER

Quarter Hours	Incidental Fee	Charge Veteran (Out-of-State Tuition)
6-8 (full load), per qtr. hr._____	\$ 5.00	\$33.33
1-5 ( $\frac{1}{2}$ load), per qtr. hr._____	5.00	16.66
Gulf Coast Research Laboratory registration fee	10.00	

**BOARD, ROOM AND LAUNDRY**  
**(Dormitory Students)**

Board, per quarter.....	\$69.00
Room, per quarter.....	22.50
Laundry, per quarter.....	4.80

Board, room and laundry may be paid as follows: One-half upon entrance and the balance at the beginning of the second half of the quarter.

Dormitory students registering for one-half quarter will be only due one half board, room and laundry.

**VETERANS**

Incidental fees, laboratory fees, books and supplies covered by use of G. I. Bill of Rights for Public Law 346 and Public Law 16 veterans. Veterans entering for the first time should have in their possession certificates of eligibility.

Korean veterans, under G. I. Bill of Rights for Public Law 550, receive their allowance direct from the Veterans Administration and are therefore subject to pay all fees to college as individuals.

Room, Board and Laundry:

Payable at beginning of quarter on entrance .....	\$48.15
Payable at begining of second half of quarter .....	48.15

**SPECIAL REFUND POLICY FOR VETERANS ONLY**

**Non-Resident (Out-of-State) Tuition**

Period of veterans actual attendance in institution from date of enrollment	Length of regular quarter: 12 Weeks
	Length of summer quarter: 10-11 Weeks
	Percent of non-resident (Out-of-State) tuition fees to be charged:

**Regular Quarter      Summer Quarter**

One week or less.....	20%	25%
Between one and two weeks.....	40	50
Between two and three weeks.....	60	75
Between three and fours weeks.....	80	100
Between four and five weeks.....	100	100
Over five weeks .....	100	100

**All Charges Other Than Non-Resident (Out-of-State) Tuition**

Period of veterans actual attendance in institution from date of enrollment	Length of regular quarter: 12 Weeks
	Length of summer quarter: 10-11 Weeks
	Percent of fees to be charged other than non-resident (out-of-state) tuition or fee:

**Regular Quarter      Summer Quarter**

Three days or less.....	0	0
Four days to one week.....	20%	25%
Between one and two weeks .....	40	50
Between two and three weeks.....	50	50
Between three and four weeks.....	50	50
Between four and five weeks.....	50	50
Between five and six weeks.....	50	100
Over six weeks .....	100	100

**LABORATORY AND COURSE FEES PER QUARTER****Music:****Piano, organ, voice:**

2 private lessons per week, per quarter.....	\$32.00
1 private lesson per week, per quarter.....	16.00

**Strings, woodwinds, brasses:**

2 private lessons per week, per quarter.....	\$30.00
1 private lesson per week, per quarter.....	15.00

**Theoretical subjects:**

2 private lessons per week, per quarter.....	\$30.00
1 private lesson per week, per quarter.....	15.00

Theoretical courses, per quarter hour.....	2.50
(521, 522, 523, 524, 525, 526)	

Practice 1 hour daily, per quarter.....	3.00
Each additional hour daily, per quarter.....	1.00

Organ rental for 1 hour daily, per quarter.....	12.00
Each additional hour daily, per quarter.....	3.00

Orchestral and band instrument rental, per quarter.....	6.00
(The college owns several string, brass and woodwind instruments that are available to students for practice at special fee stated above).	

Should any class not materialize, students will be advised to take the course privately at special fees stated above.

Out-of-state tuition.....	\$66.66
Late registration fee.....	2.00
Each transcript of credits after the first.....	1.00
The Southerner.....	6.00
Graduation fee.....	7.00
Rental on cap and gown (approximately).....	4.80
Special examination fee.....	1.00
Change of schedule.....	1.00

**BUSINESS REGULATIONS**

Announcements concerning expenses, fees, and furnishings are subject to change without notice and may not be regarded as binding obligations of the college. In time of changing conditions, it is especially necessary to have this definitely understood.

Should a student withdraw three days after date of registration all fees will be refunded. (Except registration fee.)

Should a student withdraw for any reason prior to mid-term of any quarter fifty (50%) of incidental fee will be refunded and pro rata percentage of board and laundry fees will be refunded.

Should a student withdraw after mid-term of any quarter under no circumstances will any part of incidental fee be refunded, but a pro rata percentage of board, room and laundry fees will be refunded.

Special or laboratory fees will not be refunded under any circumstances after a student has been in attendance for three days.

All students, faculty, officers and employees rooming in dormitories are required to take their meals in the college dining hall. Others who take part of their meals in the dining hall are charged per meal.

No deduction in living expenses is made for an absence of less than two continuous weeks, and then only when the absence is necessary and is re-

ported to the secretary's office five days in advance. No reduction of board is made on account of late entrance.

No lesson in music or laboratory course is given until fee is paid and receipt presented to instructor.

While no deposit is required for loss and damage, any amount charged to a student must be paid before examinations are permitted.

Graduation fee is payable at time application is submitted. This fee is not refundable.

Thesis (graduate students under Plan I). Actual cost of charts, typing materials, etc., payable by G. I. Bill of Rights on presentation of bills by veterans to college. Estimated cost, \$75.00.

## **MAJOR COURSE PATTERNS**

### **SCHOOL ADMINISTRATION AND SUPERVISION MAJOR**

#### **CURRICULUM PRESCRIPTIONS\***

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

EDUCATION 514B—Thesis. Eight hours. Credit deferred until thesis completed)\*\*

EDUCATION 516—Secondary School Administration. Four hours.

EDUCATION 518—The Elementary School Principal. Four hours.

EDUCATION 520—Local School Administration. Four hours.

EDUCATION 526—Supervision of Instruction. Four hours.

EDUCATION 568—School Finance, Business Affairs, and School Property. Four hours.

**TOTAL**—36 or 44 hours.

**FREE ELECTIVES**—9 or 1 hours.

#### Specific courses highly recommended:

EDUCATION 513—Organization and Administration of the Junior High School. Four hours.

EDUCATION 522—Organization and Administration of Pupil Guidance. Two hours. Prerequisite: Education 506.

EDUCATION 540—Problems of Administration in Health, Physical Education and Recreation. Four hours.

\*Courses listed under Curriculum Prescriptions are required courses.

\*\*Required only of students writing thesis.

## **SECONDAY EDUCATION MAJOR**

#### **CURRICULUM PRESCRIPTIONS**

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 502—Organization and Administration of Public Education. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 506—Fundamentals of Guidance. Four hours.

EDUCATION 508—Modern Curriculum Theory and Practice. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

EDUCATION 514B—Thesis. Eight hours. Credit deferred until thesis completed.)\*

\*\*A MINIMUM of 12 quarter hours in chosen subject-matter field. Comprehensive examination will include subject-matter area.  
TOTAL—34 or 42 hours.

FREE ELECTIVES—11 or 3 hours.

\*\*This is in harmony with the state certification law for AA License.

\*Required only of students writing thesis.

Note: Secondary majors who desire to take a major in elementary education or liberal arts majors must have the following courses: Art 25 and 26, eight hours; Music 95 and 96, eight hours; Education 66, four hours; Education 103, four hours; Education 107, four hours; Education 108, four hours. If the student has sufficient background, Education 103, 107, and 108 may be taken as graduate work.

### **ELEMENTARY EDUCATION MAJOR**

#### **CURRICULUM PRESCRIPTIONS**

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 502—Organization and Administration of Public Education. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 514B—Thesis. Eight hours. Credit deferred until thesis completed.)\*

EDUCATION 528—Curriculum Problems in the Elementary School. Four hours.

EDUCATION 530—Research in Reading. Four hours.

EDUCATION 532—Measuring Results in Elementary Education. Four hours.

EDUCATION 570—Problems Relating to Education in Rural Areas. Four hours.

EDUCATION 574—Psychology and Education of the Elementary School Child. Four hours.

TOTAL—30 or 38 hours.

FREE ELECTIVE—15 or 7 hours.

Specific courses highly recommended:

EDUCATION 518—The Elementary School Principal. Four hours.

EDUCATION 526—Supervision of Instruction. Four hours.

EDUCATION 536—Practicum in Reading. Four hours.

EDUCATION 576—Pre-School Education for School Entrance. Four hours.

EDUCATION 578—Art in Child Development. Four hours.

\*Required only of students writing thesis.

#### **45 QUARTER HOURS REQUIRED FOR GRADUATION.**

### **ELEMENTARY SUPERVISORS MAJOR**

#### **CURRICULUM PRESCRIPTIONS**

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 502—Organization and Administration of Public Education. Two hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed.)\*

EDUCATION 526—Supervision of Instruction. Four hours.

EDUCATION 528—Curriculum Problems in the Elementary School. Four hours.

EDUCATION 530—Research in Reading. Four hours.

EDUCATION 532—Measuring Results in Elementary Education. Four hours.

EDUCATION 540—Problems of Administration in Health, Physical Education and Recreation. Four hours.  
EDUCATION 574—Psychology and Education of the Elementary School Child. Four hours.

**TOTAL**—42 or 34 hours.

**FREE ELECTIVES**—3 or 11 hours.

Specific courses highly recommended:

EDUCATION 518—The Elementary School Principal. Four hours.  
EDUCATION 536—Practicum in Reading. Four hours.  
EDUCATION 576—Pre-School Education for School Entrance. Four hours.  
EDUCATION 578—Art in Child Development. Four hours.

\*Required only of students writing thesis.

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

#### **ADMINISTRATIVE PERSONNEL AND COUNSELING**

The Master of Arts program in Administrative Personnel and Counseling is designed to provide trained counseling and personnel people for college and junior college campuses as well as for Red Cross, scouting, churches, armed services, and industrial opportunities, etc.

The student will receive constant and individual supervision and advisement from the chairman of his advisory committee concerning his work and the choice of his courses.

#### **CURRICULUM PRESCRIPTIONS**

EDUCATION 504—Foundations in American Education. Four hours.  
EDUCATION 506—Fundamentals of Guidance. Four hours.  
EDUCATION 535a, b, c—Special Problems. One to three hours.  
EDUCATION 590—Methods and Techniques of Counseling. Four hours.  
EDUCATION 591a, b, c—Supervised Practice Counseling. Two hours each.  
EDUCATION 593—Analysis of the Individual. Four hours.

Two of the following three courses are required:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.  
EDUCATION 507—Basic Course in Curriculum Development. Four hours.  
EDUCATION 510—Advanced Educational Psychology. Four hours.

Twelve hours from the following strongly recommended list:

EDUCATION 571—Occupational Services in Guidance. Two hours.  
EDUCATION 592—Use and Interpretations of Tests in Guidance. Four hours.  
EDUCATION 596a, b, c—Field Work in Guidance. Six hours.  
EDUCATION 439—Social Psychology. Four hours.  
EDUCATION 491—Abnormal Psychology. Four hours.  
EDUCATION 496—The Psychology and Education of the Exceptional Child. Four hours.

**TOTAL**—45 hours.

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

#### **PSYCHOLOGY OF READING MAJOR**

The following sequence of courses is designed to give the student a full background in many aspects of reading. Its purpose is to prepare remedial reading specialists, supervisors of reading programs in schools and colleges, reading clinicians, and to foster reading research and the preparation of special reading materials.

**PREREQUISITE COURSES:** If not completed at the undergraduate level, must be made up as "400" courses.

EDUCATION 107—Reading and Language Arts. Four hours.  
EDUCATION 108—Diagnostic and Remedial Reading. Four hours.  
EDUCATION 110—Clinical Practices. Four hours.  
PSYCHOLOGY 198—Individual Psychological Testing. Four hours.  
PSYCHOLOGY 137—Mental Hygiene. Four hours.

### CURRICULUM PRESCRIPTIONS

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.  
EDUCATION 504—Foundations in American Education. Four hours.  
EDUCATION 507—Basic Course in Curriculum Development. Four hours.  
EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed).\*  
EDUCATION 530a, b—Research in Reading. Eight hours.  
EDUCATION 532—Measuring Results in Elementary Education. Four hours.  
EDUCATION 536—Practicum in Reading. Four hours.  
EDUCATION 554—Reading in the Secondary School. Four hours.

TOTAL—36 or 28 hours.

FREE ELECTIVES—9 or 17 hours.

Specific courses highly recommended:

EDUCATION 510—Advanced Educational Psychology. Four hours.  
EDUCATION 512—Educational Statistics. Two hours.  
EDUCATION 526—Supervision of Instruction. Four hours.  
EDUCATION 528—Curriculum Problems in the Elementary School. Four hours.  
EDUCATION 574—Psychology and Education of the Elementary School Child. Four hours.

Other electives may be substituted with permission of the advisor.

\*Required only of students writing thesis.

### 45 QUARTER HOURS REQUIRED FOR GRADUATION.

#### HEALTH AND PHYSICAL EDUCATION

Prerequisite: An undergraduate major or minor in health and/or physical education—thirty quarter hours or the equivalent.

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.  
EDUCATION 504—Foundations in American Education. Four hours.  
EDUCATION 507—Basic Course in Curriculum Development. Four hours.  
EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed).\*  
EDUCATION 540—Problems of Administration in Health, Physical Education and Recreation. Four hours.  
EDUCATION 542—Problems of Curriculum in Health and Physical Education. Four hours.  
EDUCATION 544—Foundations and Trends in Health and Physical Education. Four hours.  
EDUCATION 545—Problems in Recreation. Four hours.  
EDUCATION 546—Advanced School Hygiene. Four hours.  
HEALTH 494—Evaluation in Health and Physical Education. Four hours.

TOTAL—44 or 36 hours.

FREE ELECTIVES—1 or 9 hours.

\*Required only of students writing thesis.

### 45 QUARTER HOURS REQUIRED FOR GRADUATION.

## ALTERNATIVE PATTERN FOR HEALTH SOCIAL WORKERS

### CURRICULUM PRESCRIPTIONS

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 504—Foundations in American Education. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 514B—Thesis. Eight hours. (Credit deferred until thesis completed).\*

EDUCATION 540 or 542. Four hours.

EDUCATION 546. Four hours.

Eight hours in mental hygiene, sociology, and guidance.

TOTAL—36 or 28 hours.

FREE ELECTIVES—9 or 17 hours.

\*Required only of students writing thesis.

### 45 QUARTER HOURS REQUIRED FOR GRADUATION.

## HOME-ECONOMICS EDUCATION MAJOR

The master of Arts program in home-economics education is designed for (1) teachers of homemaking education in the public schools; (2) teachers of home economics on the junior college level and (3) those interested in supervisory positions in home economics. Those preparing for teaching homemaking may follow Plan I or Plan II as described in this bulletin. Those preparing for teaching home economics on the college level and for supervisory positions in home economics are advised to follow Plan I.

Students who elect this major for their Master of Arts degree should have complied with the undergraduate requirements in home-economics education or should have had the equivalent. In planning for the courses in the Master of Arts program, a student should select 12 to 16 hours from education, 12 to 16 hours from home-economics education, and 16 to 24 hours from subject-matter courses.

### CURRICULUM PRESCRIPTIONS

#### I. Courses in Education to total 12 to 16 quarter hours.

Select courses from each of the following areas:

##### A. Philosophy

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

##### B. Research, Curriculum, Educational Psychology.

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.\*

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

Note: An elective may be selected from courses in guidance, audio-visual education, secondary education, elementary education.

\*Required of those who follow Plan I.

#### II. Courses in home-economics education to total 12 to 16 quarter hours

Exclusive of thesis.

HOME ECONOMICS EDUCATION 514B—Thesis. Eight hours.\*

HOME ECONOMICS 600—Supervision of Home Economics. Four hours.

HOME ECONOMICS 602—Home Economics in American Education. Four hours.

HOME ECONOMICS 604—Curriculum Problems in Home Economics. HOME ECONOMICS 608—Seminar in Home Economics. Two to six hours.

HOME ECONOMICS 612—Special Problems in Home Economics. Two to six hours.

HOME ECONOMICS 614—Teaching Homemaking to Adults. Four hours.

HOME ECONOMICS 652—Teaching Family Living on the Secondary Level. Four hours.

\*Required of those who follow Plan I.

III. Course in areas of subject-matter to a total of 16 to 20 quarter hours may be taken from the following, depending upon the interest of the student and the recommendation of the advisor.

HOME ECONOMICS 650—Early Marriage Adjustments. Four hours.

HOME ECONOMICS 651—The Family in the Community. Four hours.

HOME ECONOMICS 670—Textiles: Recent Developments. Two hours.

HOME ECONOMICS 674—Special Problems in:

Two to six quarter hours may be earned in any of the following areas:

- a. Clothing
- b. Household Equipment
- c. Child Development
- d. Nutrition
- e. Housing
- f. Family Living
- g. House Furnishings
- h. Home Management

HOME ECONOMICS 675—Community Health and Nutrition. Four hours.

HOME ECONOMICS 677—The Nutrition of Children. Four hours.

HOME ECONOMICS 420—Advanced Child Development. Four hours.

HOME ECONOMICS 422—Experimental Foods. Four hours.

HOME ECONOMICS 444—The School Lunch. Four hours.

HOME ECONOMICS 476—Diet in Disease. Four hours.

HOME ECONOMICS 478—Advanced Nutrition. Four hours.

Graduate courses in SOCIOLOGY and HEALTH upon approval of advisor.

45 QUARTER HOURS REQUIRED FOR GRADUATION.

## **COURSE PATTERNS FOR MAJORS IN THE SEVERAL TEACHING FIELDS**

### **MAJOR IN TEACHING BIOLOGICAL SCIENCES**

Requirement for admission:

The candidate should be a graduate of a recognized senior college with a minimum of 24 quarter hours in the biological sciences.

Professional Course Requirements:

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

TOTAL—12 hours.

Subject Matter Course Requirements:

The candidate must earn 28 quarter hours, selected with the approval of

the head of the division from graduate biology courses described in this bulletin.

**TOTAL—40 hours.**

**FREE ELECTIVES—5 hours.**

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

### **MAJOR IN TEACHING COMMERCE**

#### **Professional Course Requirements:**

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

**TOTAL—12 hours.**

#### **Subject Matter Course Requirements:**

The candidate must earn a minimum of 24 hours in graduate commerce courses numbered from 400 through 596 and described in this bulletin.

**TOTAL—36 hours.**

**FREE ELECTIVES—9 hours.**

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

### **ALTERNATIVE PATTERN FOR TEACHING BUSINESS EDUCATION**

#### **Professional Course Requirements:**

Same as above. 12 hours.

#### **Subject Matter Course Requirements:**

A minimum of 16 hours selected from the courses listed under Major in Teaching Commerce, plus the following Business Education Courses:

COMMERCE 495—Foundations of Business Education. Four hours.

COMMERCE 596—Selecting and Teaching Senior High School and Junior College Business Subjects. Four hours.

**TOTAL—36 hours.**

**FREE ELECTIVES—9 hours.**

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

### **MAJOR IN THE TEACHING OF ENGLISH**

#### **Professional Course Requirements:**

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours

**TOTAL—12 hours.**

#### **Subject Matter Course Requirements:**

A candidate must earn 33 hours in English selected from courses listed

in this bulletin. All students working for the Master of Arts degree with English as a major field must write a thesis.

**TOTAL—45 hours.**

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

**MAJOR IN THE TEACHING OF HISTORY OR OF  
THE SOCIAL STUDIES**

**PREREQUISITE:** Applicant must have completed at least 12 hours of appropriate advanced work in the social studies.

**Professional Course Requirements:**

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

**TOTAL—12 hours.**

**Subject Matter Course Requirements:**

Each candidate must earn 27 or 28 hours in social studies courses, at least half of which must be of strictly graduate level. If the candidate wishes a degree in the teaching of history, he will devote these 27 or 28 hours entirely to history. If he wishes a degree in the teaching of the social studies, he must include other social studies courses. Each student, with his advisor, should plan to take courses that will meet his individual needs or weaknesses.

Each student must take at least one seminar in the social studies field.

A student must have the equivalent of a Class A teacher's license before being approved for the Master of Arts degree.

**TOTAL—40 hours.**

**FREE ELECTIVES—5 hours.**

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

**MAJOR IN THE TEACHING OF MATHEMATICS**

**Professional Course Requirements:**

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

**TOTAL—12 hours.**

**Subject Matter Course Requirements:**

Each candidate must earn 28 hours in mathematics courses, at least half of which must be in strictly graduate courses.

**TOTAL—40 hours.**

**FREE ELECTIVES—5 hours.**

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

## AREA OF SPEECH EDUCATION

### MAJOR IN GENERAL SPEECH

**PREREQUISITE:** A minimum of two courses in speech or an acceptable equivalent.

**Professional Course Requirements:**

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

**TOTAL**—12 hours.

**Subject Matter Course Requirements:**

A candidate must earn 33 hours in speech selected with the approval of his major professor. All students working for the Master of Arts degree with speech as a major field must write a thesis.

**TOTAL**—45 hours.

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

### MAJOR IN SPEECH CORRECTION AND HEARING

**Professional Course Requirements:**

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

**TOTAL**—12 hours.

A candidate must earn 33 hours in speech selected with the approval of his major professor. At least 10 of these hours must be in courses other than those dealing directly with speech correction and hearing. The remaining 23 hours may be in the field of speech correction and hearing, with courses in psychology, remedial reading, or special education substituted for part of the 23 hours in speech correction and hearing. All students working for the Master of Arts degree with speech correction and hearing as a major must write a thesis.

**TOTAL**—45 hours.

**45 QUARTER HOURS REQUIRED FOR GRADUATION.**

### MAJOR IN COMMUNICATION

This program is designed for the secondary school, junior college, or college teacher who plans to instruct in communication, English, and/or speech. A total of 56 quarter hours is required to complete the degree. All students working for a Master of Arts degree with communication as a major field must write a thesis. Eight hours credit for thesis writing (4 hours in speech and 4 hours in English) will be given, and writing will be supervised jointly by the English and speech department.

**Professional Course Requirements:**

EDUCATION 504—Foundations in American Education. Four hours.

Select two courses from the following:

EDUCATION 501—Research: Its Introduction and Methodology. Four hours.

EDUCATION 507—Basic Course in Curriculum Development. Four hours.

EDUCATION 510—Advanced Educational Psychology. Four hours.

TOTAL—12 hours.

**Recommended Professional Courses:**

JOURNALISM 457—Supervision and Direction of Publications. Two hours.

JOURNALISM 458—Yearbook Production. Two hours.

EDUCATION 464—Student Activities in Secondary Schools. Two hours.

EDUCATION 515—Survey of Audio-Visual Education. Four hours.

Speech Requirements: 20 hours.

Required: none.

Electives: 20 hours of speech courses listed in this bulletin to be selected with the consent of the student's major professor.

English Requirements: 20 hours.

Required: 4 hours.

ENGLISH 503—Modern English Usage. Four hours.

Electives: 16 hours of English courses listed in this bulletin to be selected with the consent of the student's major professor. If the student has not had English 141, he must take it for undergraduate credit.

## MASTER OF EDUCATION

### COURSE PATTERNS

#### BASIC COURSE FOR MAJORS IN SCHOOL ADMINISTRATION AND SUPERVISION

EDUCATION 700a, b, c—Field Problem in Administration and Supervision. Two hours each quarter.

EDUCATION 702—Research Problem. Eight hours.

EDUCATION 704—School-Community Relations. Four hours.

EDUCATION 706—Administration of School Buildings and Grounds. Four hours.

EDUCATION 708—Administration of Pupil Personnel. Four hours.

EDUCATION 710—School Law. Two hours.

TOTAL—28 hours.

ELECTIVES—17 hours.

**Specific courses highly recommended for electives:**

EDUCATION 712—Public Speaking. Two hours.

EDUCATION 714—State and Local Government. Four hours.

EDUCATION 716—History of Public Education in the United States. Four hours.

EDUCATION 718—Comparative Philosophies of Education. Four hours.

NOTE: Where candidates for the Master of Education degree in School Administration have not taken the following courses during their first year of graduate work it is recommended that they take the following courses to strengthen their over-all knowledge of the field of general school administration.

EDUCATION 517—Organization and Administration of an Audio-Visual Program. Four hours.  
EDUCATION 522—Organization and Administration of Pupil Guidance. Two hours.  
EDUCATION 540—Problems of Administration in Health and Physical Education. Four hours.

#### BASIC COURSES FOR MAJORS IN SECONDARY EDUCATION

EDUCATION 702—Research Problem. Eight hours.  
EDUCATION 704—School-Community Relations. Four hours.  
EDUCATION 710—School Law. Two hours.  
EDUCATION 712—Public Speaking. Two hours.  
EDUCATION 716—History of Public Education in the United States, including History of Education in Mississippi. Four hours.  
EDUCATION 718—Comparative Philosophies of Education. Four hours.  
EDUCATION 593—Analysis of the Individual. Four hours.

**TOTAL**—28 hours.

**ELECTIVES:** The student may elect seventeen hours from a subject matter field if the minor is one of the approved fields as outlined in this catalog.

#### BASIC COURSES FOR MAJORS IN ELEMENTARY EDUCATION

EDUCATION 702—Research Problem. Eight hours.  
EDUCATION 704—School-Community Relations. Four hours.  
EDUCATION 710—School Law. Two hours.  
EDUCATION 712—Public Speaking. Two hours.  
EDUCATION 716—History of Public Education in the United States, including History of Education in Mississippi. Four hours.

**TOTAL**—20 hours.

**ELECTIVES:** The student may elect twenty-five hours in a subject matter field or may take other courses in professional work, depending on the needs of the student.

Candidates for the Master of Education degree may elect any 500 or above numbered courses listed in the First Year Program, provided the student has not previously completed these courses.

### COURSE DESCRIPTIONS

All undergraduate courses that may be allowed for graduate credit are numbered in the 400's when taken for graduate credit. All graduate courses are numbered in the 500's, 600's, or 700's and may NOT be taken by undergraduates.

### DIVISION OF BIOLOGY

#### 500—Special Problems in Biology.

Prerequisite: A thorough background in biology.

Individuals will be assigned some specific problem in biology to investigate under faculty direction. Credit will be determined by the quality and quantity of work done varying from 2 to a maximum of 8 hours.

#### 415—Insect Study. Four hours.

Prerequisite: Biology 37, 38, 39.

This course will deal with the principle groups of insects. Life habits, structural features, life histories, and classification of certain species of economic and general significance will be considered.

#### 417—Botany. Four hours.

Prerequisite: Twelve hours of biology.

Two theory periods and two 2-hour laboratory periods each week.

Advanced course in Botany which treats the gross and microscopic structures, physiology, life cycles, and economic significance of Thallophytes.

**418—Botany.** Four hours.

A continuation of Biology 417.

Prerequisite: Biology 417.

Two theory periods and two 2-hour laboratory periods each week.

A study of gross and microscopic structures of the Bryophytes and Pteridophytes.

**419—Alcohol Studies.** Two hours.

Without laboratory work.

A study will be made of scientific discoveries which may be applied to the solution of one of our greatest social problems. This course will follow in general all subject matter as presented by the Yale University School of Alcohol Studies. Considerable library work will be required of all graduate students in this course.

**420—Taxonomy of Higher Plants.** Four hours.

Prerequisite: 20 quarter hours of biology, 8 of which must be botany. Two theory periods and two 2-hour laboratory periods each week.

Taxonomy and study of wild and cultivated plants. Theoretical laboratory, and field work.

**439—Bacteriology.** Four hours.

Prerequisite: 12 quarter hours of biology and 12 quarter hours of chemistry. A consideration of fundamental principles of bacteriology will be noted.

**440—Genetics.** Four hours.

Prerequisite: Biology 37, 38, 39.

A study of fundamental problems of inheritance and the cytological mechanics of heredity. The student will be required to make periodic reports on current literature in the field of genetics.

**442—Protozoology.** Four hours.

Prerequisite: Biology 37, 38, 39.

Two theory periods and two 2-hour laboratory periods each week.

Study of parasitic and free-living protozoa, life histories and anatomy of typical forms. The student is required to prepare permanent and temporary mounts of protozoa.

**443-444—Comparative Anatomy.** Eight hours.

Prerequisite: Biology 37, 38, 39.

Two theory and two 2-hour laboratory periods each week.

A comprehensive treatment of the comparative anatomy of chordates. Graduate students will be allowed credit for this course only upon specific permission of the instructor and the dean of the Graduate School. Regular reading assignments in current biological journals will be made.

**445—Applied Bacteriology.** Four hours.

Prerequisite: Biology 37, 38, 39, organic chemistry, and at least one previous course in bacteriology.

**446—Parasitology.** Four hours.

Prerequisite: One year of biology.

A study of the epidemiology, morphology and importance of animal parasites, with emphasis on those effecting man.

**452—Field Botany.** Six hours.

Taught at Gulf Coast Research Laboratory. A study of some typical areas of the coastal plain, an island and the marsh flora, will be made. Field trips will be conducted daily except Sunday. Plants will be collected, identified and preserved in herbaria. These will become the property of the collector. Plant presses, herbarium paper, and other laboratory equipment necessary for the proper conduction of the courses will be supplied. Fee—\$4.00 per quarter hour.

**453—Marine Invertebrate Zoology.** Nine hours.

Taught at the Gulf Coast Research Laboratory. A study of the structure, natural habitats, classification and economic importance of invertebrate species native to the waters of the Mississippi Sound and around the out-lying islands. Fee—\$4.00 per quarter hour.

**456—Fishes of the Gulf.** Six hours.

Prerequisite: Eighteen quarter hours of zoology.

An introduction to the study of fishes, including morphology, taxonomy, embryology, natural history, principles and techniques of conservation. Commercially important groups of fishes are collected and studied. Population studies are also conducted along with ecological surveys. Taught at Gulf Coast Research Laboratory. Fee—\$4.00 per quarter hour.

**457—Marine and Fresh Water Algae.** Four and one-half hours.

Prerequisite: General Botany and Plant Taxonomy

A morphological, systematic, and physiological study of the representative algae flora of the laboratory area. Field and laboratory studies. Fee—\$4.00 per quarter hour.

**458—Comparative Physiology of Marine Animals.** Four and one-half hours.

Taught at Gulf Coast Research Laboratory.

Prerequisite: General Biology and General Chemistry.

Lectures and laboratory experimentation on fundamental physiological principles, using marine organisms. Fee—\$4.00 per quarter hour.

**459—Parasitology of Marine Animals.** Four and one-half quarter hours.

Taught at Gulf Coast Research Laboratory.

Prerequisites. Twenty-four quarters of biology.

Laboratory and field study of the great variety of parasites found in marine fishes and invertebrates. Fee—\$4.00 per quarter hour.

**460—Marine Coastal Ecology.** Four and one-half quarter hours.

Taught at Gulf Coast Research Laboratory.

Prerequisites: Two years of zoology and one year of botany.

A field and laboratory study of the relation of marine coastal organisms to their environment, and the inter-relationship of different species. Fee—\$4.00 per quarter hour.

**466—Microtechnique.** Four hours.

Prerequisite: Biology 37, 38, 39.

Six hours laboratory and one hour lecture per week.

The techniques for the preparation of tissues for microscopic study and special techniques for revealing cytological details will be investigated. Extensive series of histological and cytological slides will be required of each student.

**476—Histology.** Four hours.

Prerequisite: 24 quarter hours of biology.

Three lecture periods and four hours of laboratory each week.

A thorough study of the principle tissues and organs of the body.

**470—Plant Geography.** Four hours.

Prerequisites: Botany 40 and 120.

This course is designed to acquaint the student with the distribution, both in time and space, of the major groupings of vascular plants. The emphasis is placed on the present distribution of the families, genera and species of flowering plants. Four theory periods per week.

**487—Bacteriology.** Four hours.

Prerequisite: 16 hours of biology, including one course in bacteriology and organic chemistry.

This is a course concerned specifically with pathological bacteria. Each

student will be required to prepare papers dealing with current bacteriological research and advances.

**488—Techniques in Biology for High School Teachers.** Nine hours.

Prerequisite: 12 semester hours of biology given at the Gulf Coast Research Laboratory.

Methods for teaching biology with emphasis on the preparation and care of specimens, herbaria, museum materials, care of aquaria, injection of animals, preparation of cultures of micro-organisms, elements of slide making and plastic mounts. There will be opportunity during the course to collect representative marine specimens for school use. Fee—\$4.00 per quarter hour.

**490—Embryology.** Four hours.

Prerequisite: Biology 37, 38, and 39, and preferably 143 and 144.

Two theory periods and two 2-hour laboratory periods per week.

The embryological development of vertebrates, especially the frog, will be studied. Maturation, fertilization, cleavage, origin and development of germ layers, histogenesis, and organogenesis are considered.

**491—Embryology.** Four hours.

Prerequisite: Biology 490.

A continuation of Biology 490 and embryology.

Two theory periods and two 2-hour laboratory periods per week.

Development of vertebrates, especially the chick and the pig, will be studied. Histogenesis and organogenesis of the chick, pig, and human are considered.

**495-496-497—Ecology.** Twelve hours.

Prerequisites: An acceptable background in biology, chemistry and physics.

Two theory periods and two 2-hour laboratory periods per week.

An intensive advanced study of the relationship between organisms and their environment.

**498—Limnology.** Four hours.

Prerequisite: Biology 37, 38, and 39. Biology 142, 195, and 196 strongly recommended.

A study of the physical, chemical, and biological conditions in lakes, ponds, and streams. Lectures, laboratories, and field trips. Spring quarter.

**499—History of Biology.** Four hours.

Lectures and readings concerning the development and organization of biological sciences. The development of biological principles and theories will be emphasized. For seniors and graduate students only.

## DIVISION OF COMMERCE

### ACCOUNTING

**400—Intermediate Accounting.** Four hours.

Prerequisite: Twelve quarter hours of the principles of accounting.

Fundamental processes: Accounting statements; the accounting process; the accounting process illustrated. Current assets: Cash and temporary investments; receivables; inventories. Noncurrent assets; investments; plant and equipment; intangible assets and deferred charges; liabilities and proprietorship.

**421—Advanced Accounting.** Four hours.

Prerequisite: Accounting 100 or 400.

Analytical processes: Errors and their corrections; statements from incomplete data; statement analysis; statement of application of funds. Partnership accounting: formation and operation; dissolution; joint ventures. Special sales procedures: Installment sales; consignments; agency and branch accounts.

**421a—Advanced Accounting II.** Four hours.

Prerequisite: Accounting 121 or 421.

Consolidations: Corporate combination; consolidated balance sheet; consolidated statement of profit and loss. Fiduciary and budgetary accounting; the statement of affairs; receivership accounts and statements; accounting or estates and trusts; accounting for governmental units. Actuarial science: Compound interest—amounts, present values, special problems.

**422—Elementary Federal Income Tax Accounting.** Four hours.

Prerequisite: Accounting 73.

Individuals—returns, rates, credits; gross income—exclusions, inclusions, recognition and basis of gain or loss, capital gains and losses, dividends, deductions—expenses, interest, taxes, depreciation, depletion, losses, bad debts, etc., optional standard deduction, and withholding.

## BUSINESS ADMINISTRATION

**440—Business Organization and Finance.** Four hours.

Prerequisite: Principles of Economics.

A study in the economics of business organization and combination through analysis of the forms of business organization and the economics of the corporation, investment company, trust, trade association, cartel, community of interest, and holding company; a history of anti-trust legislation and the problems of preserving competition. Emphasis is placed on recent developments and trends.

**466—Business Law I.** Four hours.

The purpose of this course is to develop an understanding of the fundamental principles of law that apply to common business transactions, sufficient for the needs of those students who will major in any field of business. The applications of law with regard to contracts, agency employment, negotiable instruments, personal property, bailments, and transportation will be emphasized.

**467—Business Law II.** Four hours.

This course is a continuation of Business Administration 166. It is a study of the principles of law that apply to sales of personal property, insurance contracts, contracts of suretyship and guaranty, partnerships, and unincorporated associations, deeds and conveyances, mortgages, leases, trusts and decedent's estates, bankruptcy, torts, and crimes.

**482—Personnel Management.** Four hours.

The basic aim of this course is to give the student a realistic study of principles and practices of personnel management. The tools used by the personnel manager in the large organization are covered, but the emphasis is upon the major task of procuring, developing, maintaining, and using an effective working team which is applicable to small businesses.

**494—Investment Finance.** Four hours.

Prerequisite: Business Administration 440.

The aim of this course is to give the student a realistic picture of investment problems. The techniques of analysis as applied to industrial, railroad, public utility, and other securities will receive considerable attention. Emphasis is placed upon the importance of a knowledge of American industry. Over-all financial programs to fit the needs of typical individuals will be discussed.

## BUSINESS EDUCATION

**596—Selecting and Teaching Senior High School and Junior College Business Subjects.** Four hours.

Prerequisite: Twelve quarter hours in principles of accounting and twelve quarter hours in shorthand.

A professional course for teachers of senior high school, technical or vocational business high school, or junior college business subjects, including shorthand, typewriting, business English, office practice, bookkeeping, salesmanship, business law, economic geography, business arithmetic, etc. Teaching plans and observations of class room procedures are emphasized.

**495—Foundation of Business Education.** Four hours.

Prerequisite: Twelve quarter hours in principles of accounting and twelve quarter hours in shorthand.

A historical introduction to the basic principles and trends of business education including a history of business education and curriculum building for various school levels; the philosophy back of curriculum construction including the objectives of business education; guidance programs; both educational and occupational ability and fitness; also, a study of the writings and views of past and present leaders in business education.

## ECONOMICS

**411—Economic Development of Europe.** Four hours.

Prerequisite: Principles of Economics.

A study of changing economic institutions and their effect on the development of European civilization from the time of the Roman Empire to the present time. This does not neglect the intellectual and political movements which had effect in changing the economic institutions as well as being the result of them.

**412—Economic Development of the United States.** Four hours.

Prerequisite: Principles of Economics.

A study of the evolution of our agriculture, industry, commerce, and finance as our economy advanced from the agrarian to the industrial state at present. Emphasis is also given to political thought, cultural changes, and the effect of exogenous forces such as wars and inventions on the economy.

**427—Labor Problems.** Four hours.

Prerequisite: Principles of Economics.

This course has the following aims: 1. To give the history of the labor movement and the present union structures; 2. To integrate economic analysis and industrial relation problems by showing the effects the capitalist economy and labor unions have on each other; 3. To survey current labor law and current labor problems.

**429—Public Finance.** Four hours.

Prerequisite: Principles of Economics.

A general course designed to acquaint the student with various types of local, state, and federal taxes; principles of government finance; and the effects of government taxes and expenditures on the economy.

**433—Money and Banking.** Four hours.

Prerequisite: Principles of Economics.

A study of the nature and functions of money; an analysis of commercial

banking operations; the Federal Reserve System; foreign exchange; the relation of banking to the entire economy.

**469—Economic Theory.** Four hours.

An advanced course in economic theory dealing with the theory of price, value and the distribution of our economic income. A rapid survey of economic theory from the time of Adam Smith to the present is given, followed by intensive study of present theory, especially that of Keynes.

**480—Business Cycle.** Four hours.

An analysis of business cycle with emphasis on their characteristics, history, theories of them, and various stabilization proposals.

**490—International Trade Theory.** Four hours.

Prerequisite: Economics 433.

The importance of trade in the world economy; the historical development of international trade, modern theories of international trade and international prices, the mechanism of international payments, and current import-export practices.

## MARKETING

**430 (Formerly 453)—Principles of Marketing.** Four hours.

Prerequisite: Principles of Economics.

A study of the principles, methods, and problems of marketing. The market structure is treated as a whole and marketing problems and the devices used in solving them are analyzed.

## DIVISION OF EDUCATION

### 500—Educational Research. Two hours.

A self-directed course in some of the techniques of educational research. Library card catalogue, searching for headings, reference books of value to educators, the Education Index, professional periodicals, NEA publications, U. S. Office of Education publications, making a bibliography, evaluation of books, and many other topics are covered in this course. Required of all graduate students who entered before September, 1954.

### 501—Research: Its Introduction and Methodology. Four hours.

This course deals with the methods of scientific inquiry, selection of a research problem, utilization of library facilities in the solution of a problem, methods and techniques of research, and functional statistics. (Education 501 was designed to replace Education 500, 512, and 514a.)

### 502—Organization and Administration of Public Education. Two hours.

This is a background course in the structure and administration of education on national, state, county, and local bases. The course is designed to give fundamental principles and general survey of the field of educational administration to teachers and principals. Required of all graduate students majoring in secondary education, elementary education, and elementary supervision.

(This course cannot be used on the school administration and supervision major. Credit will not be allowed for both 502 and 520.)

### 504—Foundations in American Education. Four hours.

This brief survey of the philosophies, psychologies, and the basic history of American education is intended to give the student a fundamental understanding of more specialized courses in these three educational fields. Required of all graduate students.

### 506—Fundamentals of Guidance. Four hours.

A brief survey of vocational and educational guidance practices is given in this course. It is intended to give teachers and administrators a fundamental understanding of the role of guidance in our public school programs. It is an introduction to other guidance courses available and is required of all graduate students who entered before September, 1954.

### 507—Basic Course in Curriculum Development. Four hours.

This course deals with principles, problems and issues of curriculum development on all levels of instruction, the nature and scope of educational experience and opportunities essential to a well-rounded program. This is the fundamental course in curriculum and teaching.

### 508—Modern Curriculum Theory and Practice. Four hours.

Consideration is given to the secondary school curriculum and its improvement. Various possible designs of the curriculum as they apply to general and specialized education are considered, and the subject matter areas as related to the needs of youth are evaluated.

### 510—Advanced Educational Psychology. Four hours.

This course is designed primarily for the graduate student who wishes to broaden his knowledge in the field of psychology of learning. A resume of the general principles as given in a beginning course in educational psychology will be given. Graduate students, however, will be expected to do advanced work in the field and to conduct certain individual experiments and participate in group experiments in which controlled studies are made of the learning activities of the individual and of the group.

### 512—Statistical Methods. Two hours.

Statistical data found in periodicals and various research studies will be dealt with in this course. Laboratory experience will be afforded in meas-

ures of central tendency, dispersion and correlation, and in graphic representation. (Seniors with 24 or more quarter hours in Education with quality rating of 1.5 points may be admitted to this course upon recommendation of the instructor.)

**512B—Statistical Methods (Continued).** Two hours.

Prerequisite: Education 512.

Designed to meet the needs of any graduate student planning to transfer four quarter hours of credit in elementary statistics to the institution of his choice. This course covers the normal curve of distribution, sampling error theory, and correlation theory.

**513—Organization and Administration of the Junior High School.** Four hours.

This course will treat the philosophy, function, curriculum and the implementation of these in the organization and administration of a junior high school program. The junior high school will be considered in the framework of this course as a place for exploration and a means for bridging the gap between elementary and the senior high school.

**514A—Methods of Educational Research.** Two hours.

Prerequisite: Education 500.

A course in the methods and techniques used in educational research. All candidates for a degree in school administration must take this course and submit a written report at the end of the course evidencing familiarity with the tools of research.

**514B—Thesis.** Eight hours. (Credit deferred until thesis completed.)

**515—Survey of Audio-Visual Education.** Four hours.

An introductory course in audio-visual education open to graduate students without previous training in the field. Consideration will be given to mass media in education, research, and the psychological and philosophical bases for audio-visual education. Emphasis will be placed on the various types of audio-visual materials as instructional aids. This course is planned as an intensive survey of the field of audio-visual education on the graduate level.

Not open to students who have had Education 116 or the equivalent.

**516—Secondary School Administration.** Four hours.

A course designed to cover the practical problems encountered by a high school principal in the course of his work. Some topics to be considered are: the daily school schedule, school calendar, attendance, discipline, office management, records and reports, curricular and extra-curricular activities, selection and supervision of staff, the principal's professional growth and his relationship to the school, teachers, and patrons.

**517—Organization and Administration of an Audio-Visual Program.** Four hours.

A study of functions, organization, and administration of the audio-visual program, with emphasis on staff and housing requirements and determining materials and equipment needs. Practical problems of developing the program and appraising its adequacy and effectiveness will be considered.

Taught from the viewpoint of school administrators who anticipate organizing audio-visual programs in their school, and teachers interested in becoming building coordinators of audio-visual programs.

**518—The Elementary School Principal.** Four hours.

This course deals with the fundamental administrative problems of the principal. Consideration is given to managerial problems, current practices in administration of state, county and local systems, supervision and care of school plant, supplies and equipment, office work, school attendance, organization of curriculum, selection of personnel, parent and teacher cooperation, and general aspects of supervision of instruction. The professional leadership of the principal is stressed.

**519—Utilization and Selection of Audio-Visual Materials.** Four hours.

General principles, problems, and practices involved in selecting and utilizing audio-visual materials for instructional purposes. Emphasis will be placed on the advantages, limitations, and practical uses of each major type of material. Criteria will be formulated for judging the technical and educational value of representative audio-visual materials. Taught from the viewpoint of teachers, supervisors, and directors of audio-visual programs.

**520—Local School Administration.** Four hours.

A course particularly designed for the local school superintendent (city, county, town or consolidated district). The course deals with the various internal and external problems of the school superintendent, but particularly with the legal, financial and school plant problems of the local school system. (Credit will not be allowed for both 502 and 520.)

**521—Production of Audio-Visual Materials.** Four hours.

A course in the production of audio and visual materials for class room use. The board areas of graphics, still, motion, and audio will be covered. The problems and possibilities of local production will be explored. Emphasis will be placed on selecting and organizing subject matter, preparing scripts, and solving technical problems of production. Of value to teachers interested in producing materials for their own use, or to audio-visual directors interested in production as a part of the local program.

**522—Organization and Administration of Pupil Guidance.** Two hours.

Prerequisite: Education 506.

The course stresses the administrative relationship involved in instituting and maintaining guidance programs in the public schools, institutions of higher learning, and other social agencies. It is primarily a course for superintendents, principals, teachers, counselors, and others who have the responsibility of guidance in the public schools. The course deals with principles and techniques for the formulation and evaluation of a complete guidance program including inventories, counseling, placement and follow-up.

**526—Supervision of Instruction.** Four hours.

A practical course in supervision from the standpoint of the elementary or high school principal, supervisor or superintendent. The course deals with principles, nature and procedures in supervision. Emphasis is put on growth of teachers in service.

**528—Curriculum Problems in the Elementary School.** Four hours.

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development. Various curriculum procedures are evaluated in terms of these implications.

**530a, b, c—Research in Reading.** Four, eight or twelve hours.

An advanced course for graduate students interested in individual and group research in methods, materials, and procedures of instruction in reading. Different areas of research will be studied each time the course is offered. The course may be taken three times for credit.

**532—Measuring Results in Elementary Education.** Four hours.

The purpose of this course is to equip the teacher for more effective selection and construction of test instruments for measuring specific achievement of teaching objectives and for statistical interpretation of data. Standardized tests will be administered to groups of elementary pupils, their results analyzed and correlated with factors such as teachers' marks, scholastic achievement, and I.Q. ratings. Attention will also be given to the preparation and use of teacher-made tests. In this way the elementary teacher is prepared more adequately to: (1) administer and diagnose tests, (2) measure pupil progress, (3) evaluate the results of teaching.

**534—The Reading Conference.** One and one-half hours.

This is an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group dis-

cussions, and observe demonstration lessons taught by the faculty of the George Hurst School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures. Extra fee \$10.00.

**535a, b, c—Special Problems.** One to three hours.

A course to be approved by the appropriate department head to develop knowledge and facility in the special field of interest for the student. This course requires the preparation of a scholarly paper under the supervision of a member of the graduate faculty. It makes it possible for students to develop areas of knowledge not presently covered by course offerings. The only prerequisite is the completion of a course or courses offered in the general area of the topic selected.

**536—Practicum in Reading.** Four hours.

A laboratory course in the Reading Analysis Division consisting of analysis of extreme reading disabilities, case typing, prognosis, and recommended remedial procedures. Experience is provided in techniques, procedures, and the preparation of case reports. Individual Reading Clinic practice under supervision arranged by appointment.

**554—Reading in the Secondary School.** Four hours.

A course designed to acquaint the secondary teacher with a developmental high school reading program with emphasis on the basic skills in reading. Corrective practices and materials will also be discussed.

**555a, b—Field Problems in Production.** Four or eight hours.

A course designed to give the student an opportunity to study local school problems under the careful supervision of trained authorities in the field of educational research. These problems may be in such areas as curriculum revision, courses of study construction, evaluation of methods, building projects, community surveys, testing programs, record systems, etc. The course may be taken only twice for credit.

**568—Public School Finance and Business Management.** Four hours.

This course is designed for superintendents and business managers and those aspiring to these positions. Attention will be directed to an understanding of principles of taxation; local, state, and federal financing of public education; equalization of educational opportunity; school business administration; and management of school property and school supplies.

**570—Problems Relating to Education in Rural Areas.** Four hours.

The following problems and topics will be studied; Aims and functions of the school in relation to the community; school law; location and planning of buildings; transportation; selection of teacher; salaries; tenure; supervision; in-service education; classification of pupils; records and reports; the junior high school; the curriculum; student activities; publicity; the Parent-Teacher Association; and other problems related primarily to rural areas.

**571—Occupational Services in Guidance.** Two hours.

Prerequisite: Education 506.

This course emphasizes the vocational aspects of guidance. It presents briefly the need, origin, philosophy and present practices of vocational guidance. It is designed to provide the teacher and administrator with the source and content of occupational information, with the techniques for evaluation of the information, and with successful methods of disseminating occupational and training information. Units on occupational surveys and the structure and use of dictionary of Occupational Titles are included.

**574—The Psychology and Education of the Elementary School Child.** Four hours.

This course deals with the mental, motor, social, and emotional development of children of the elementary school age. The treatment stresses the application of developmental psychology to education and guidance. Child life is considered as a progressive development rather than as a mere succession of stages.

**576—Pre-School Education for School Entrance.** Four hours.  
Prerequisite: Education 574.

Emphasis is upon problems connected with the development of the whole child. Case studies are made and materials and equipment for work and play are investigated. Activities are planned to develop readiness for school. Observation in the George Hurst School is required.

**578—Art in Child Development.** Four hours.

Art is considered an integral part of child growth and is intimately related to the social studies curriculum of the elementary school. Opportunity is provided for creative aspects of learning and for the evaluation and interpretation of the child's creative art from a standpoint of social and emotional adjustment.

**587—Individual Psychological Testing: Stanford-Binet.** Four hours.

To equip the psychological worker to administer individual intelligence tests, and to interpret and apply the test results for diagnosing difficulties in scholastic and personality adjustment. Thorough analysis and intensive practice in mental testing is afforded. The Terman-Merrill Revision of the Stanford-Binet is employed. Approval of the department head or instructor is required for admission to the course.

**588—Individual Psychological Testing: Wechsler-Bellevue.** Four hours.

To equip the psychological worker to administer individual intelligence tests, and to interpret and apply the test results for diagnosing difficulties in scholastic and personality adjustment. Thorough analysis and intensive practice in mental testing is afforded. The Wechsler-Bellevue is employed. Approval of the department head or instructor is required for admission to the course.

**590—Methods and Techniques of Counseling.** Four hours.

Prerequisite: Education 506.

This course is designed to acquaint the guidance worker with the basic fundamentals of counseling and interviewing. It will include a resume of both old and new methods and techniques used in counseling such as the directive and non-directive methods, the counseling relationship, a brief survey of diagnostic and remedial techniques used for dealing with the problems of the individual, and other topics such as preparation for the interview, recording the interview, and the follow-up.

**591a, b, c—Supervised Practice Counseling.** Two hours each.

A supervised practicum in counseling that gives the advanced student an opportunity to get needed experience under close supervision. The types of experience will vary with the individual student. Students will be provided experience in actual counseling, handling cases, writing case studies, administering, scoring, and interpreting individual group tests as they are utilized in the counseling sessions, and other similar activities as they are related to the counseling process. This course is usually taken at the end of the student's training program. Assignment of hours and responsibilities will be arranged with each student. Registration only by permission of the instructor.

**592—Use and Interpretation of Tests in Guidance.** Four hours.

Prerequisite: Education 506.

This course is designed to provide the counselor with the means of securing, recording, and using data concerning the individual being counseled in the guidance program. Selection, administration, and interpretation of tests, inventories, rating scales, and other techniques for guidance purposes will be stressed. Practical experience will be given in using tests of intelligence, achievements and aptitudes, personality and interest inventories, and other devices for measurement.

**593—Analysis of the Individual.** Four hours.

Prerequisite: Education 506.

A study of the methods and techniques, used by guidance workers, in helping individuals evaluate themselves. The course will include topics such

as the case study, questionnaire, autobiography, rating scale, cumulative record, and other non-testing techniques. (Analysis of the individual through the use of tests is considered in Education 592 and 598). Methods of collecting, assembling, and using the information will be considered.

**594—Advanced Guidance Research Seminar.** Four hours.

Qualified students undertake research in the guidance area. An opportunity is provided to engage in special research problems faced by counselors, teachers, and administrators in this field. Assignments of problems, hours of credit, time of seminar meetings, and individual conferences will be arranged with each student. Registration only by permission of the instructor.

**596a, b, c—Field Work in Guidance.** Two hours each.

A practical course in which students specializing in guidance are given the opportunity to obtain experience in agencies that provide guidance. The nature of the experience may consist of general observations or of extensive work in a particular activity such as counseling, interviewing, testing, case study development, etc. Assignment of hours and responsibilities will be arranged with each student. Registration only by permission of the instructor.

**All undergraduate courses that may be allowed for graduate credit are numbered in the 400's when taken for graduate credit. All graduate courses are numbered in the 500's and may NOT be taken by undergraduates.**

The undergraduate courses listed below, numbered in the 400's may be taken also by graduate students with special permission from the dean of the Graduate School.

**403—Social Studies in the Elementary Grades.** Four hours.

Prerequisite: Psychology 116, Education 66, Fine Arts 25 and 26.

Place of the social studies in the integrated curriculum. Objectives and content of the social studies; areas and sequences of units; the selection and evaluation of social studies; units for grades 1-6 inclusive. Observation will be done in the George Hurst School.

**407—Reading and Language Arts in the Elementary School.** Four hours..

The first half of the course deals with basic reading problems in the elementary grades, reading readiness, initial instruction in reading, vocabulary and word recognition techniques; reading interests and tastes and the appraisal of reading abilities. The second half of the course is given to the aims and problems of the language arts in the elementary grades; the creative aspects of English, the value of dramatization in teaching English; sentence structure; and the elimination of errors of speech. Special emphasis on spoken English and activities for writing English in the grades.

**408—Diagnostic and Remedial Reading.** Four hours.

Prerequisite: Education 107.

Emphasis in this course is placed on materials of instruction and the diagnosis and remedial treatment of difficulties in reading in the elementary school. Lectures and demonstrations by the instructor and reading and observation by students. Special emphasis is placed on practices suitable for typical classroom situations. A well-equipped laboratory with the finest instruments available is provided.

**410—Clinical Procedures and Case Study Techniques in Reading.** Four hours.

Prerequisite: Education 108.

This is a specialized course in diagnostic and remedial reading with emphasis upon educational and psychological testing and the analysis of reading difficulties. Students who enroll for this course will serve as clinical assistants in the administration of tests and in doing remedial work in the Reading Clinic.

**417—Methods and Materials in Children's Literature.** Four hours.

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentations. Comparative editions, graded bibliographies, and standard practice in building a collection of books for children.

**439—Social Psychology.** Four hours.

In this course man will be considered in his social inclinations and relationship—his reactions to and his influence upon others. The following questions will be studied: Customs, social interactions, crowd behavior, propaganda, etc.

Prerequisite: Psychology 65.

**443—Methods and Materials in the Elementary Grades.** Four hours.

The aim of this course is to study critically and fundamentally the methods of instruction in the different elementary subjects. Attention will be concentrated upon approved techniques in the light of research in the following fields; language arts, social studies, number relationships, handwriting and spelling. Observation and demonstration teaching will be made an integral part of the study of each field in the George Hurst School and in the Reading Clinic.

**450—Education of the Mentally Handicapped.** Four hours.

A study of the social, emotional and learning characteristics of mentally handicapped children, methods of diagnosis and differentiation; educational organization and teaching techniques employed for their rehabilitation. Instructor's approval required for admission to class.

**462—Curriculum of the Secondary School.** Two hours.

The historical background necessary for an understanding of the present day curriculum, its meaning and scope; resources for curriculum development; issues; experimental practices with integrate, functional, and core curriculum.

Prerequisite: Education 113.

**464—Student Activities in Secondary Schools.** Two hours.

Consideration is given to the general nature and organization of the program popularly known as extra curricular activities. The major emphasis is laid upon the various activities that constitute an activity program in a modern high school.

**469—Tests and Measurements.** Four hours.

A study of certain typical standardized tests, the organization and the use of the informal objective tests, diagnosis and remedial measures. Laboratory work in George Hurst School.

**488—Experimental Educational Psychology.** Four hours.

Prerequisite: Psychology 65 and 119.

The purpose of this course is to acquaint the student with the nature of actual investigations of school problems and to give him command of the basic methods and means, through actual practice, of conducting such investigations.

**491—Abnormal Psychology.** Four hours.

A course planned primarily for psychology majors, pre-medical students, and those who intend to enter the legal profession, the ministry, social service work, or teaching. It deals with abnormalities of human behavior. Some provision is made for studying cases in state hospitals. The student should have a rather good background in psychology before he undertakes this course.

**496—The Psychology and Education of the Exceptional Child.** Four hours.

Prerequisite: Training in the fields of psychology and education.

A study of the psychological and educational needs of the exceptional child who falls into one or more of the following general categories; children

with physical handicaps, including the cerebral palsied and those with orthopedic handicaps, impaired hearing and vision, speech defects, mentally retarded, socially and emotionally maladjusted including the delinquents and the mentally gifted.

Course includes field observation of institutions caring for the handicapped, in addition to observation of special education classrooms in public schools.

**497—Organization and Administration of Special Education.** Four hours.

The course provides a general background in the areas usually included in special education such as, the mentally handicapped, the mentally gifted the physically handicapped, the auditory handicapped, the speech handicapped, the visually handicapped, and the socially and emotionally maladjusted. Careful study is given to the problems of establishing and carrying on in public schools special education services for the exceptional child.

## DIVISION OF ENGLISH

580—**Tutorial in English and Germanic Philology.** Four hours.

514B—**Thesis.** Eight hours.

503—**Modern English Usage.** Four hours.

502—**Anglo-Saxon.** Four hours.

An introduction to Old English language and literature, with some attention to the development of Modern English. A substantial selection of Anglo-Saxon poetry and prose, including portions of *Beowulf*, will be read.

488—**Chaucer.** Four hours.

An introduction to the language and art of Chaucer, with particular attention to the Prologue and selected *Canterbury Tales*.

487—**Milton.** Four hours.

A careful study of the principal writings of Milton, including *Paradise Lost*, some of the minor poems, and selections from the prose.

486—**Seventeenth Century Lyric and Satire.** Four hours.

An examination of representative selections from the major English poets, excluding Milton, from Donne to Dryden.

485—**Literature of the South.** Four hours.

A historical and critical survey of Southern Literature from its beginning to the present.

484—**Seventeenth Century Prose.** Four hours.

An examination of representative selections from the major English prose writers of the period, excluding Milton, from Bacon to Dryden.

483—**Modern Drama.** Four hours.

A study of European and American drama of the late nineteenth and early twentieth centuries, including Ibsen, Shaw, O'Neill and others who exemplify modern trends.

482—**Modern Novel.** Four hours.

Selected readings in the European and American novel since 1900. This course is designed to give the student an introduction to the materials and methods of modern fiction, with particular emphasis upon the techniques of composition and evaluation.

480—**Modern Poetry.** Four hours.

A study of British and American poetry of the twentieth century.

479—**World Drama.** Four hours.

Representative plays selected from Greek comedy and tragedy, Roman comedy, early English, Elizabethan, Jacobean, Restoration, and the eighteenth century.

447-449—**Eighteenth Century Poetry and Prose.** Eight hours.—4-4.

A survey of English poetry and prose (excluding the novel) from Dryden to Burns, with primary emphasis upon the work of Dryden, Swift, Pope, Johnson, and Boswell.

444—**Readings from World Literature.** Four hours.

Careful and critical reading of selected masterpieces from world literature.

443-445—**Literary Criticism.** Eight hours—4-4.

Intensive study of literary and aesthetic theory from plato through modern criticism, with special emphasis on Aristotle, Coleridge, and the New Criticism.

435-436—**Nineteenth Century Poetry and Prose.** Eight hours.  
Intensive study of the writings of selected major Romantic and Victorian figures.

430-431-432—**Tutorial in Comparative Literature.** Twelve hours—4-4-4.

429—**Sixteenth Century Literature.** Four hours.

A careful reading of representative selections of prose and poetry by the more important English writers of the period. Emphasis on major literary developments in Elizabethan prose and poetry.

427—**The English Novel.** Four hours.

A study of the English novel from its beginning to Thomas Hardy.

424—**Shakespearean Tragedy.** Four hours.

Careful reading of the great tragedies; their interpretation; Shakespeare's place in world literature.

Prerequisite: English 123.

410-412—**Major American Writers.** Eight hours—4-4.

Selected reading in American literature from Franklin to Henry James. Emphasis in the course is upon complete texts rather than upon anthology selections.

## DIVISION OF HEALTH AND PHYSICAL EDUCATION

**540—Problems of Administration in Health, Physical Education, and Recreation.** Four hours.

Objectives: selection and care of equipment, school and community organizations, facilities, budget and finance, educational publicity.

**542—Problems of Curriculum in Health and Physical Education.** Four hours.

Fundamental basis and principles of curriculum construction, analysis of activities or teaching purposes, program planning.

**544—Foundations and Trends in Health and Physical Education.** Four hours.

Functions and principles as determined by history, biology, and psychology.

**545—Problems in Recreation.** Four hours.

Special problems in recreation will be given primary attention. These include small town recreation, the school and recreation, coordinating community recreation services, field trips, and public relations, program planning for given situations, and survey for recreational needs.

**546—Advanced School Hygiene.** Four hours.

Objectives: Health service, plant and equipment, meeting community needs, utilizing community resources, health instruction.

Prerequisite: Adequate background in science.

**548—Seminar in Health and Physical Education.** Two hours.

Discovery and recognition of problems, evaluation of problems and procedures, types and techniques of research.

The courses listed below numbered in the 400's, may be taken also by graduate Students with special permission from the dean of the Graduate School.

### HEALTH

**425—Problems of Child Health.** Four hours.

Prerequisite: Health 79.

Child safety, nutrition, diseases of children, mental health of children, growth.

**431—Sanitation.** Four hours.

Problems of sanitation in the home and school; in food producing and handling, water supply, waste and excreta disposal. Based on an understanding of general biology.

**433—First Aid.** Two hours.

Standard first aid as approved by the American Red Cross.

**435—Safety Education.** Two hours.

A study of the general program of safety education in public schools with special reference to the selection and organization of materials including the methods and techniques of instruction. Visual aids, safety projects, special programs, and the utilization of agencies outside of school are emphasized.

**443—Advanced First Aid.** Two hours.

Prerequisite: Health 433.

Red Cross certification granted for instructors.

**451—Marriage Problems and the Family.** Four hours.

This course is designed to give the student a better understanding of the factors that contribute to success and happiness in marriage. Preparation

tion for marriage, marriage adjustment, family functions and situations, and factors making for successful family living are emphasized.

This course is the same as Home Economics 151 and Sociology 151.

**452—Physiology of Exercise.** Four hours.

A study of the physiological changes which occur in the body during muscular activity. Based on a general understanding of the human body.

**454—Health Education for Elementary Teachers.** Four hours.

Using community resources and community organization. Coordinating the school program with the community program. Special emphasis on materials and techniques for elementary schools.

**455—Health Education for High School Teachers.** Four hours.

Materials and techniques for high school teachers of health. Conducting the school health program at the secondary level.

**466—Anatomy of Muscles, Joints, and Bones.** Two hours.

**492—School Health.** Four hours.

Organization and operation of a school health program.

**494—Evaluation in Health and Physical Education.** Four hours.

(Open to qualified seniors and graduates.) Tests in health, fitness, strength, skill, and abilities. Administration and interpretations.

**496—Marriage and Family Life.** Four hours.

Physical and emotional basis for successful marriage and parenthood.

## PHYSICAL EDUCATION

**422—Techniques of Teaching Rhythms.** Two hours.

Prerequisite: Some knowledge of music.

**449—Physical Education in the Elementary School.** Four hours.

**451m-w—Physical Education in the High School.** Four hours.

**452—Physiology of Exercise.** Four hours.

A study of the physiological changes which occur in the body during muscular activity.

**455m-w—Techniques of Officiating Sports.** Four hours.

**481m-w—Preventive and Corrective Physical Education.** Four hours.

**482—Kinesiology.** Four hours.

Prerequisite: Biology 37, 38, 39 and 136.

This course is designed primarily for majors in health and physical education. A careful study will be made of the principal bones of the body and the origin, insertion and function of the principal body muscles.

**487—Theory of Teaching Swimming and Diving.** Two hours.

Prerequisite: Physical Education 125 or equivalent.

**490—Organization and Administration of Health and Physical Education.** Four hours.

**495a, b, c—Coaching the Minor Sports.** Two hours each.

Coaching of tennis, golf, track and field, badminton, volleyball, gymnastics, boxing, wrestling.

## RECREATION

**433—Camp Counseling and Administration of Camping.** Two hours.

This course deals with the development of skills in the techniques of camp leadership and administration.

**440—Recreational Leadership.** Four hours.

Each student will have an opportunity to develop his individual personality and competency in leading recreational activities.

**448—Recreational Music.** Two hours.

This course will approach music from the recreational possibilities in developing group singing, novelties, concerts, home-made instruments, etc.

**469—Recreational Skills.** Four hours.

Two theory periods and two 2-hour laboratory periods per week.

A course in which the different craft media will be adapted to use in recreation programs. Included will be making of game equipment, dramatic properties, hobbies, decorations, and other related craft.

**491—Administration of Recreation.** Four hours.

This will deal with official, voluntary, and private organizations and special consideration will be given to legal aspects, personnel, facilities, finance program and public relations.

## DIVISION OF HOME ECONOMICS

### HOME ECONOMICS EDUCATION

#### 600—Supervision of Home Economics. Four hours.

Designed for high school home-economics teachers interested in the student-teacher program. The course stresses the supervisory practices and procedures for promoting student-teacher growth and development. Supervisory problems in guidance of students for homemaking education teachers will be included.

#### 602—Home Economics in American Education. Four hours.

This course is a brief survey of Home Economics in American Education. It is designed to give understanding of the trends and issues in curriculum development, instruction, guidance, supervision, administration and research in this field.

#### 604—Curriculum Problems in Home Economics. Four hours.

A course for teachers which deals with problems in curricula making. It will include the place of homemaking education in the total school curriculum, as well as the curriculum for that specialized area. Opportunity will be given for students to work out practical problems relating to their local schools.

#### 608—Seminar in Home Economics. Two to six hours.

Seminar problems may be taken for two, four, or six quarter hours of credit.

#### 610—Home Economics in High Education. Four hours.

Home economics at the college level will be studied with special reference to that of the Junior College. Problems in development of the curriculum, in college instruction, in guidance of students, in administrative problems and in evaluation of a department will be considered.

#### 612—Special Problems in Home Economics. Two to six hours.

Students will be encouraged to choose for investigation research problems which are pertinent to their situation.

#### 614—Teaching Homemaking to Adults. Four hours.

A study of the adult homemaking-education program with experiences which will help to effectively participate in it. Special problems will be included on the graduate level.

#### 650—Early Marriage Adjustments. Four hours.

Deals with the social-psychological aspects of the pair relationship during engagement and early marriage. Emphasis will be placed on interaction and communication as the pair faces the determining of family goals, the use of resources, planning for the family, and living together.

A study will be made of college marriages.

#### 651—The Family in the Community. Four hours.

Designed to help the teacher better understand the social setting in which their students live and its importance in the development of family living courses to meet student needs.

#### 652—Teaching Family Living on the Secondary Level. Four hours.

A study of the theory, content, and methods of marriage and family life education at the secondary level.

Designed to meet the needs of high school teachers and administrators in this area.

#### 670—Textiles: Recent Developments. Two hours.

**674—Special Problems in:**

Two to six hours may be earned in any of the following areas:

- A. Clothing
- B. Household Equipment
- C. Child Development
- D. Nutrition
- E. Housing
- F. Family Living
- G. House Furnishings
- H. Home Management

**675—Community Health and Nutrition.** Four hours.

The course is planned to give insight and understanding of the relation of the development and training of pupils enrolled in classrooms to conditions and facilities of their community. Health will be discussed not only from the physical aspects of the individual, but from the mental, social, economic, and spiritual requirements necessary for wholesome development. Students will be expected to make a survey of the health facilities of their community and study methods for determining the nutritional status and food habits of pupils in a classroom. Each student will prepare an original paper on a problem in this field in which she has a special interest.

**677—The Nutrition of Children.** Four hours.

The course will deal with the application of the basic principles of nutrition in the growth and development of children, beginning with birth and continuing through early childhood, school age, and adolescence to maturity. Methods of studying visible and invisible growth, of recognizing hidden hunger and arrested development will be explored; the relation of nutrition to the mental, social, and emotional development of the individual will be considered; also the factors influencing food practices in families. The course will include some guided observation of children in assigned periods.

**The following advanced courses in home economics for undergraduates, taught by the members of the graduate faculty, may be taken by graduate students with special permission from the Dean of the Graduate School and the Head of the Division of Home Economics.**

**420—Advanced Child Development.** Four hours.

This course is for students interested in further study of pre-school children and in developing techniques and accepting full responsibilities in the daily activity of the nursery school.

Special problems will be included on the graduate level.

**442—Experimental Foods.** Four hours.

Prerequisite: Home Economics 85.

This course will include elementary research to determine factors affecting standard products, and experimentation in preparation, ingredients, methods of cooking, temperature and utensils used. Special problems will be included on the graduate level.

**444—The School Lunch.** Four hours.

Prerequisite: Home Economics 85.

This course will include actual experience in menu planning, large quantity food preparation for school-lunch room, food buying, serving, a study of equipment and organization for school lunch rooms. Special problems will be included on the graduate level.

**451—Marriage and The Family.** Four hours.

This course is designed to give the student a better understanding of the factors that contribute to success and happiness in marriage. Preparation for marriage, marriage adjustment, family functions and situations, and factors making for successful living will be emphasized. Special problems will be included on the graduate level.

**476—Diet in Disease.** Four hours.

This course will involve study of diseases which are influenced by diet and the dietetic treatment of these diseases. Special problems will be included on the graduate level.

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## DIVISION OF MATHEMATICS

**600—Advanced Calculus.** Four hours.

Prerequisite: Mathematics 175, 176, 177.

This course is a basis for any graduate work in pure and applied mathematics. It is especially beneficial to senior high school and to junior college teachers of mathematics.

**602—Introduction of Higher Geometry.** Four hours.

Prerequisite: Mathematics 75, 175, 178.

Generalization of geometrical concepts, treated principally from the analytical standpoint.

**603—Teaching of Algebra and Geometry.** Four hours.

A study of modern methods of the teaching of high school and junior high school algebra and geometry. This course is intended for graduate students who have taught or are teaching.

**604—Field Work in Mathematics.** Four hours.

Application of mathematics to situations outside of the classroom. This course will be an aid to teachers of mathematics from grade five through junior college. Most of the work will be done by groups outside of the classroom.

**605—Professionalized Subject Matter.** Four hours.

Prerequisite: Mathematics 75 and 175.

Simplification of high school mathematics by introducing elementary topics from calculus and analytic geometry into high school algebra and geometry.

**606—The Teaching of Geometry.** Four hours.

A study of modern methods of the teaching of high school and junior high school geometry. This course is intended for graduate students who have taught or are teaching.

**607—Materials in the Teaching of Mathematics.** Four hours.

A study of materials to be used in the teaching of high school and junior high school mathematics, dealing with recreation, application, history, evaluation, and multi-sensory aids. This course intended for graduate students who have taught or are teaching mathematics.

**608—Applications of Mathematics to Navigation and Astronomy.** Four hours.

Prerequisite: Mathematics 185.

**609—Advanced Professionalized Subject Matter.** Four hours.

Prerequisite: Mathematics 605.

**The courses listed below numbered in the 400's may be taken also by graduate students with special permission from the dean of the Graduate School.**

**420—Elementary Statistics.** Four hours.

Prerequisite: Mathematics 21 or 31.

A study of statistical series, frequency distributions and their analyses, measures of central tendencies, dispersion and skewness, trend, seasonal and cyclical variation; linear correlation, the normal curve, index numbers, graphic presentation of data, statistical tables, collection of data and theory of sampling.

**431—The Teaching of High School Mathematics.** Four hours.

This course should be taken after the student has finished as much as possible of his training in mathematics. This course is designed to give the student some knowledge of the foundation on which mathematics is built, the aims and purposes of teaching it in the high school, curriculum

problems, the organization and presentation of subject matter, methods of teaching, and methods of testing.

**438—The History of Mathematics.** Four hours.

**445—Statistics.** Four hours.

Prerequisite: Mathematics 120.

Average, dispersion, skewness, regression lines and planes, simple correlation, linear and non-linear trends and normal curve.

**478—College Geometry.** Four hours.

Geometry of the triangle and the circle.

**480—Theory of Equations.** Four hours.

**481—Introduction to Modern Algebra.** Four hours.

Prerequisite: Mathematics 180.

Theory of groups, rings ideals, integral domains, and fields with applications.

**482—Analytical and Applied Mechanics.** Four hours.

A study of vectors, concurrent forces, coplanar forces, resultants, equilibrium, forces in space, moments of inertia, center of gravity, hydrostatics, stress and strain, motion of a point, kinetics of a particle, impulse and momentum, work, kinetic energy, and dynamics of a rigid body.

Prerequisite: Mathematics 177 and Physics 82.

**485—Differential Equations.** Four hours.

Simple types of ordinary differential equations of the first and second order, linear equations with constant coefficient, applications to geometry and physics.

**483—Vector Analysis.** Four hours.

Vector alegbra and vector calculus with applications to physics, mechanics, geometry, etc.

Prerequisite: Mathematics 182 or its equivalent.

**487—Advanced Calculus.** Four hours.

Infinite series, continuity, limits, Gamma and Beta functions, vector analysis. Fourier series, etc.

**489—Introduction to Mathematical Statistics.** Four hours.

Multiple and partial correlation, analysis of variance, non-parametric methods, testing statistical hypothesis, statistical design in experiments, sequential analysis, etc.

Prerequisites: Mathematics 120 and 177.

**490—Theory of Functions of a Complex Variable.** Four hours.

Complex numbers, analytical functions, infinite series, analytic continuation. Riemann surfaces, conformal mapping, Cauchy's integral theorem, etc.

Prerequisite: Mathematics 187 or its equivalent.

**492—Theory of Functions of a Real Variable.** Four hours.

Real number system, point set theory, Lebesgue integration, Stieltjes integrals, etc.

Prerequisite: Mathematics 187 or its equivalent.

## DIVISION OF MUSIC

502-503-504—**Violin or 'Cello.** Five hours each quarter.

505-506-507—**Piano.** Five hours each quarter.

508-509-510—**Voice.** Five hours each quarter.

517-518-519—**Organ.** Five hours each quarter.

## THEORETICAL AND HISTORICAL

521-522-523—**Analytical Technic.** Two hours each quarter.

A graduate course in the technic of harmonic and contrapuntal analysis.

524-525-526—**Pedagogy of Theory...** Two hours each quarter.

A course in the teaching of theory for the graduate student.

527-528-529—**Music Literature.** Four hours each quarter.

Advanced work in various fields of musical literature with special emphasis on the style-analysis and the performance of music of all periods by members of the class.

530-531-532—**The Psychology of Music.** Two hours each quarter.

This course is designed particularly for teachers and prospective teachers of music. Its aim is to present material from the science of psychology which leads to an understanding of individual differences in musical capacities and concomitant applications in teaching. As a basic course it deals with the fundamentals which are essential to an understanding of current psychological Test and Measurements in Music.

533-534-535—**Graduate Seminar in Music Education.** Two hours each quarter.

The major for those registered for the Master of Arts degree in Music Education. It is also open by permission to other graduate students who are interested in the teaching of music in the university, college, conservatory or public school.

This course reviews the current philosophy of education in this country, with special reference to the place of music in the curriculum. It also includes a review and criticism of music curricula, and an evaluation of the material and methods of the various types of music schools mentioned above.

In addition, the student will engage in a special study of some problem associated with that aspect of music teaching in which he is most interested. The general work of this course is adaptable to the interest of all teachers of music; the special studies allow a concentration in the field of the student's major activity.

536-537-538—**Advanced History of Music.** Two hours each quarter.

Prerequisite: 73, 74, 75. A seminar course. The various fields of music are covered in detail by means of individual report and papers from members of the class.

## SOCIAL STUDIES DIVISION

### HISTORY

514B—**Thesis.** Eight hours.

The student will work on a thesis with the help of a graduate faculty member. Credit will be withheld until the thesis is completed.

548—**Biographical History of the United States.** Four hours.

A seminar study of important persons in the history of United States. The particular individuals to be studied will be decided after initial class discussion. Much work will be done individually.

**550—United States Foreign Relations.** Four hours.

A study of the current problems the United States faces in its foreign policy. The class considers the relations between the United States and each nation or area which presents a problem to the State Department at the time the course is taught. The class investigates the historical background of each problem, examines the possible alternatives the State Department might take, and tries to evaluate them. If time permits, some attention is devoted to the organization of the State Department and the influence of other branches of the government on foreign policy.

**552—Seminar in Southern History.** Four hours.

A course dealing largely with research in Southern history. Students will be guided in study of particular problems which interest them individually.

**553—The West in American History.** Four hours.

An advanced study of characteristics of the frontier, and of the influence of the frontier on American life and culture.

**562—European Diplomacy, 1870-1919.** Four hours.

An intensive study of the strained international relations which led to World War I, and its aftermath. Social, economic, and political conditions within the major countries are considered also as background material.

**570—A Seminar Study of the Civil War and Reconstruction in American History.** Four hours.

Especial emphasis is placed on the causes of the Civil War; economic, political, social and psychological aspects of the War; and the effects of Reconstruction on subsequent developments in American history. The student is expected to do a satisfactory piece of detailed original research in some phase of the period covered by the course and to develop some proficiency in the mechanics of writing research papers and in historical interpretation.

**575—Seminar in Recent European History.** Four hours.

A Seminar in European and Asiatic developments since 1914. The procedure will be individualized, and each student will do research on an individual topic.

The following advanced courses in history for undergraduates, taught by members of the graduate faculty, may also be taken by graduate students with special permission from the dean of the Graduate School and the head of the Social Studies Division.

**428—Early American Foreign Relations.** Four hours.

A survey of the foreign policy of the United States from the Revolution to 1898. Particular attention is devoted to the Monroe Doctrine and problems of expansion.

**429—Recent American Foreign Relations.** Four hours.

A continuation of History 428. Covers the period from 1898 to the present. Special emphasis is given to imperialism, the World Wars, and international organizations as they affect the United States.

**438—History of the Old South.** Four hours.

A reading, research and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention is given to slavery, life on the plantation, manners and customs.

**440—Civil War and Reconstruction.** Four hours.

An intensive study of the period 1861-1877.

**441—History of the New South.** Four hours.

A study of the history of the South from the end of Reconstruction (1877) to the present. A treatment of the social, economic, cultural, and political developments that have made the South what it is today. Special attention is given to Bourbon rule, the Agrarian revolt, twentieth century southern politics, industrial development, and educational development.

**442—Contemporary American History.** Four hours.

A study of the history of the United States from 1920 to the present. Special emphasis is given social, economic, cultural and political trends, and developments on the domestic scene in this colorful period of our history. The development of American foreign policy with its world-wide implications is studied, with special emphasis upon current international problems.

**460—Greek Culture.** Four hours.

A study of the culture of the ancient Greeks covering the literature, fine arts, politics, religion, and philosophy. Special emphasis is given the age of Pericles as the culmination of the culture.

**462—Roman Culture.** Four hours.

A study of the civilization of the Roman republic and early Roman empire, covering literature, religion, fine arts, philosophy, jurisprudence, administration, and political institutions. The last three topics will be emphasized especially.

**464—Middle Ages.** Four hours.

An advanced course in European history covering the period from the end of the western Roman Empire to the beginning of the Renaissance.

**466—Renaissance and Reformation.** Four hours.

An advanced course in European History from the Renaissance to the Treaty of Westphalia in 1648. Particular emphasis is given to art and literature of the period, the rise of capitalism, origins of modern science, the development of Protestantism, and the Catholic Revival.

**467—Absolutism, the French Revolution and the Napoleonic Era.** Four hours.

An advanced course in the social, economic and political developments in Russia, England, Prussia, Austria and France from 1648 to 1815, with special emphasis upon 18th century philosophy, the "Glorious Revolution", the expansion of the British Empire, the French Revolution, and the spread of democratic ideas by French troops under Napoleon.

**468—Nineteenth Century Europe.** Four hours.

A study of Europe between the settlement of the Napoleonic Wars in 1815 and the outbreak of the World War in 1914. Special attention is given to the development of the great state, commercial imperialism, and international rivalries.

**470—Recent European History.** Four hours.

A study of the period from 1918 to the present.

**471—History of Russia.** Four hours.

A political, economic, social, and cultural study of Russia since the 9th century. An analysis of the Kievan Tartar, Muscovite, and Imperial eras with special emphasis on the Soviet period.

**472—The Far East Since 1853.** Four hours.

A survey of the lands and peoples of Eastern Asia and their ways of life. This course includes diplomatic relations, cultural movements, nationalism, and economic developments of China, Japan, Southeastern Asia and the Pacific Islands, and their effect on other areas, from 1853 to the present.

**474—Early English History.** Four hours.

A survey of ancient and medieval England with emphasis on customs, literature, and institutions. Especially recommended for English majors.

**475—Modern English History.** Four hours.

A study of England from the time of the Stuarts. Especial emphasis is placed upon the development of political institutions, the industrial revolution, and imperialism.

**479—Constitutional History of the United States.** Four hours.

A study of the United States' Constitution, of the documents, theories,

and forces that led to its framing and of the customs, interpretations, and amendments that have modified it since it was adopted.

**490—English Constitutional History.** Four hours.

A course in the development of English political institutions and governmental administration, and in the rise and growth of democracy in England from Anglo-Saxon times to the establishment of the British Commonwealth of Nations.

**492a, b—Mississippi Materials.** Two hours each.

A series of lectures and discussions to provide teachers with Mississippi illustrations for use in teaching social studies. Many of the lectures are given by off-campus speakers. Since different topics will be emphasized in different years, the course may be repeated once for credit (as "a" and "b") with permission of the instructor. Laboratory fee \$5.00.

**494—Tour of Historic Places.** One and one-half hours per week.

This course consists of a one to three week conducted tour of places of historic interest in the United States. It will be varied from year to year. A regular member of the faculty will prepare study materials and give lectures on the places visited, and students will be examined at the end of the course on what they have learned. The course may be taken twice (as "a" and "b") but only once for credit toward a degree in teaching the social studies.

Prerequisite: Consent of the instructor.

## **ECONOMICS**

For courses in Economics see courses offered by the Division of Commerce.

## **GEOGRAPHY**

**500—Seminar in Geography.** Four hours.

Research will be carried on in some pertinent field of geography, the finding to be presented in the seminar.

The following advanced courses in geography for undergraduates taught by members of the graduate faculty, may also be taken by graduate students with special permission from the dean of the Graduate School and the head of the Social Studies Division.

**460—Geographical Influence in American Development.** Four hours.

A study of the relation of geography to the exploration, settlement, and political, industrial, and social development of the United States.

**470—World Political Geography.** Four hours.

A study of the world political situation, present and future, as seen from the natural environmental backgrounds.

## **GOVERNMENT**

**554—Problems in Mississippi Government.** Four hours.

A course dealing with governmental problems before the Legislature, and proposed changes in government and administration at all levels. Each student will be encouraged to analyze and evaluate the government of his own locality.

**714—Mississippi State and Local Government.** Four hours.

A detailed study of the state and local government in Mississippi. (Same as Education 714).

The following advanced courses in government for undergraduates, taught by members of the graduate faculty may also be taken by graduate students with special permission from the dean of the Graduate School and the head of the Social Studies Division.

**406—American Political Parties.** For hours.

This course is intended to give an understanding of the organization and operation of political parties in the United States, and of problems and methods of political leaders.

**430—State Government.** Four hours.

This course outlines the organization and problems of state government in the United States. The different forms of local government are discussed as part of the state governmental organization rather than as independent institutions. Specific application will be made to the conditions existing in Mississippi, in trying to obtain a true picture of our state government.

**435—American Municipal Government.** Four hours.

A study of the principles and systems of municipal government, with special stress on revenue, the budget, public safety, city planning, municipal politics, municipal indebtedness, and the city as a problem in the government.

**450—Comparative Government.** Four hours.

A comparison of the American system of government with the principal types of governments abroad, especially British, French, and Russian types.

**457—International Politics.** Four hours.

A study of the principles of cooperation among nations, and of the structure of some outstanding international organizations, such as the United Nations, International Labor Organization, and the League of Nations.

**460—Public Administration.** Four hours.

An introductory study of principles and problems of administration in government. Topics covered include principles of administrative organization, personnel management, and fiscal management.

**485—International Law.** Four hours.

A study of the principles of International Law, with special stress on neutrality, methods of warfare, treatment of prisoners of war, maritime commerce, remedial rights, and peace treaties.

## SOCIOLOGY

The following advanced courses in Sociology for undergraduates, taught by members of the graduate faculty may be taken by graduate students with special permission from the dean of the Graduate School and the head of the Social Studies Division.

**429—Juvenile Delinquency.** Four hours.

Prerequisite: Sociology 63.

The sources and nature of juvenile delinquency. The course includes a study of the development of juvenile courts, probation and rehabilitation. The course is designed for teachers, social workers, and others with special interest in causes and treatment of delinquent behavior.

**470—Advanced General Sociology.** Four hours.

An advanced course in general sociology designed for departmental majors, transfer students, and mature students. The course gives an expanded treatment of the basic sociological concepts and subject matter areas. Open to upperclassmen and graduate students without prerequisites. May not be used to satisfy prerequisite requirements without departmental approval.

**475—Social Institutions.** Four hours.

Prerequisite: Eight hours in sociology, including Sociology 63.

A detailed study of major American social institutions: their functions, interrelatedness, and significant tendencies. Major emphasis is placed on the theory of social structure.

**481—History of Social Thought.** Four hours.

Prerequisite: Sociology 63.

An introductory course in social theory with an historical approach to its development. Each student will give special attention to some aspect of social thought.

**482—Methods of Social Research.** Four hours.

(Students taking this course will find Education 169 and/or Mathematics 120 to be good preparation.)

A course in elementary research methods. A survey of accepted research techniques employed in sociology, illustrated with individual and class projects.

## DIVISION OF SPEECH ARTS

**NOTE:** If the candidate has not had sufficient background, he or she might be required to audit certain undergraduate courses.

**600—Materials and Methods of Research.** Two hours.**514B—Thesis.** Eight hours.**541—Phonetics.** Four hours.

A study is made of English and foreign sounds. Students learn to distinguish these sounds one from the other and to establish the position of the vocal mechanism in the formation of the sounds. Some attention is given to the metamorphosis of English sounds. Each student makes a special analysis of speech in a given limited area.

**544—Advanced Problems in Speech Correction and Hearing.** Four hours.

This course, designed particularly for those who have had extensive work in speech correction and hearing on the undergraduate level, assigns to each student a research project.

**590—Psychology of Speech.** Four hours.

This course attempts to acquaint the student with research and research problems in the following areas: the relationship between speech and thought; the function of the audience in attention, interest impressiveness, and motivation; the theories on stage fright; emotion and speech, etc.

The following advanced courses in speech arts for undergraduates, taught by members of the graduate faculty, may also be taken by graduate students with special permission from the dean of the Graduate School and head of the Speech Arts Division.

**404—Acting.** Four hours.

Training is given in movement, pantomime, and characterization. Students develop not only techniques of good acting for themselves, but also study how to teach others what they have learned.

**406a—History of the Theatre (Ancient).** Two hours.

Students study theatre history from its beginning through the Roman era.

**406b—History of the Theatre (Medieval and Early Modern).** Two hours.

Students study theatre history from its medieval phases through the Restoration period.

**406c—History of the Theatre (Modern).** Two hours.

Students study theatre history from 1750 to the present.

**408—Discussion and Debate.** Four hours.

Discussion and debate as tools of a democratic society are considered. The organization and presentation of the different types of discussions as well as the theory and practice of several forms of debate are included.

**415—Persuasion.** Four hours.

Students study recent research in the field of persuasion and attempt to apply the results of such research in speaking situations. Attention is given to findings in the fields of advertising, social psychology, public opinion and rhetoric.

**416—Advanced Oral Interpretation.** Four hours.

Attention is given here to the cutting of plays, novels, and longer poems for oral presentation.

**419—Advanced Persuasion.** Four hours.

After being introduced to the Aristotelian concept of rhetoric, students will select advanced projects to study the effectiveness of evidence, emotion, character or reasoning as isolated factors of propaganda.

**423—Stage Design and Lighting.** Four hours.

The elements of stage design and lighting are discussed in their relationship to theatre production. Consideration is given to play analysis in terms of visualization and style.

**426—Seminar in Theatre Production.** Two hours.

Students consider the problems of producing plays requiring more than is possible in general production courses. Greek, Elizabethan, and Restoration drama are given particular consideration.

**430—Voice Science.** Four hours.

This course concerns the physiology of the speech and hearing mechanism.

**431—Introduction to Speech Correction.** Four hours.

Consideration is given to the need for speech correction. The various speech disorders are surveyed under the headings of physiological, psychological, imitative and perseverative.

**432—Principles of Speech Correction.** Four hours.

Advanced therapy for the several speech disorders is presented. Students observe therapy as administered in the college clinic and also visit centers of therapy in surrounding regions.

**433—Introduction to Audiology.** Four hours.

The problem of meeting the needs of the hard-of-hearing child whose speech is defective is explored. Students learn to operate the audiometer and to interpret the various types of audiograms.

**434—Auditory Training.** Two hours.

Advanced therapy methods to assist teachers in improving the speech and hearing of children with varying degrees of hearing loss is presented.

**435—Teaching Speechreading.** Two hours.

This course deals with the principles of teaching speechreading and the preparation of speechreading material.

**451—Directing.** Four hours.

Students assume partial responsibility for directing a college production. Special projects are completed.

**452—Phonetics.** Four hours.

Attention is given to voice problems and deviations from acceptable diction. The phonetic approach is stressed. Students become familiar with the International Phonetic Alphabet, the several guides to pronunciation of the major English dictionaries, and with variation dialects and regionalisms.

**453—Advanced Acting.** Four hours.

The course adapts itself to the particular problems of the students enrolled. An evaluation will be made of the historic and contemporary theories and methods of acting.

**454—Writing the Play.** Four hours.

This course is devoted to guiding each student enrolled in the writing of a play.

**458—Teaching Speech in the High School.** Four hours.

Methods and materials for speech in the junior and senior high school

are discussed. A variety of curricula are examined. Competitive interscholastic contests are reviewed.

**459—Methods in Speech Correction and Hearing.** Four hours.

Methods and materials for teaching the speech and/or hearing handicapped are considered. The organization of a speech and hearing clinic is presented.

**462—History and Criticism of American Oratory.** Four hours.

The course is a study of the speakers (ministers, lawyers, statesmen, etc.) movements, and speeches that have been significant in American public address from colonial times to the present. Students will make a series of biographical speeches about the men and women studied.

**464—Rhetorical Criticism.** Four hours.

The course is an approach to speech criticism involving such steps as the examination of facts, formulation of criteria, and interpretation of the influence of speech in society.

**470—Seminar in Oral Interpretation.** Four hours.

The literature of the field of oral interpretation is surveyed here, including an introduction to aesthetics and criticism. One major presentation of oral reading is required of each student during the progress of the course.

**491—Applied Speech Correction.** Four hours.

This course is designed to acquaint the correction major with clinical conditions as they are found in the public schools. Practice with speech cases of the various types plus instruction in how to work with parents, teachers, and the public in general in solving speech correction problems, is offered.

**492—Stuttering and Related Problems.** Four hours.

The various disorders of rhythm are discussed. The course includes a study of the causes and rational therapy of related rhythmical disorders, and covers a practical application of learned techniques to disorders found in our clinic.

**493—Cerebral Palsy Speech.** Two hours.

In this intensive study of the cerebral palsy problem, theories and significant therapies are discussed and evaluated. Students are given practical experience with persons possessing cerebral palsy.

**494—Cleft Palate Speech.** Two hours.

This course includes a study and application of the theories and significant therapies for cleft palate as reported in several texts and journals in the field.

**495—Articulation, Delayed Speech, and Aphasia.** Four hours.

The more intricate therapy for disorders of articulation and delayed speech are discussed. The problem of aphasia is treated. Students are given cases in the college clinic.

**496—Voice Problems.** Four hours.

The disorders involving hoarseness, extreme nasality, pitch abnormality, esophageal speech, and similar voice disorders are studied. Application of such study as is permitted by the cases enrolled in the college clinic is provided.

**499—Problems in Speech.** One to four hours per quarter to a limit of six hours.

## SECOND YEAR GRADUATE WORK

**700a, b, c—Field Problem in Administration and Supervision.** Two hours each.

A seminar in supervision for the in-service superintendent which deals with the principles, nature and procedures in supervision. Then by use of

the seminar method and the use of staff members from the elementary and secondary departments of the graduate division, criteria will be developed in an attempt to evaluate teaching efficiency. Then by means of conferences and observation of teachers in action in the classroom, from grade one through twelve, in the college demonstration school, as well as cooperating city schools, the in-service superintendent should gain an insight into proper preparation needed on the part of the teacher as well as the trained skill needed to provide an excellent teaching and learning situation within the classroom.

**702—Research Problem.** Eight hours.

All candidates for the Master of Education degree must select a practical educational problem and solve it, using available professional knowledge and research methods and techniques. A written report must be prepared and submitted to the Graduate School of Education for final approval.

**704—School-Community Relations.** Four hours.

A study of the public relations problems faced by the in-service superintendent in the field. It is intended to give administrators a fundamental understanding of the role of public relations as it pertains to reports to parents, and acquainting the community with the needs, accomplishments, aims, and purposes and methods of the school.

**706—Administration of School Buildings and Grounds.** Four hours.

A course particularly designed for the local superintendent. This course deals with various problems encountered in the determining of school housing needs. It deals with the early survey of needs as they apply to educational specifications, the employment of the architect, finance, determining the site approval of preliminary plans and specifications, determining the equipment needs, approval of final plans and specifications, awarding the contract, construction procedures, accepting, equipping and occupying the buildings, and the care of school grounds.

**708—Administration of Pupil Personnel.** Four hours.

A course stressing the administrative relationship involved in developing satisfactory methods of reporting pupil progress to parents, and administering a plan for classifying pupils, evaluating pupils progress, and the promotion of pupils.

**710—School Law.** Two hours.

This course will offer an opportunity for the school administrators to study the school laws and to acquaint themselves with legal aspects of school income, legal responsibilities for injury of pupils either while transported or on the school grounds, the legal responsibility of keeping the census and enforcing school attendance, as well as the legal requirements of teaching certain subject matter, etc.

**712—Public Speaking.** Two hours.

A course involving the development of proper speech habit, voice modulation, posture, and proper delivery. Emphasis placed upon organization of talks dealing with public relations topics affecting the school program.

**714—State and Local Government.** Four hours.

A course which outlines the organization and problems of state government. Specific application will be made to the conditions existing in Mississippi as they deal with the powers and duties of the various state and local officials as they relate to the operations of the public schools.

**716—History of Public Education in the United States.** Four hours.

A survey of the development of elementary and secondary education in the United States with special emphasis on the nineteenth and twentieth centuries.

**718—Comparative Philosophies of Education.** Four hours.

A study of issues in educational philosophy. The major works of contemporary educational philosophers will be critically reviewed in an attempt to understand conflicting viewpoints.

## REGISTER FOR 1953-54

## DEGREES GRANTED

May 30, 1954

## MASTER OF ARTS

Name	Major	Home Address
Belle Slay Allen	Elementary Education	Mendenhall, Miss.
John Henry Baker	Teaching of Biology	Gloster, Miss.
Floyd Eugene Bishop	Elementary Supervision	Laurel, Miss.
Fannie Aileen Blackwell	Secondary Education	Columbia, Miss.
Blanche Blue	Elementary Education	Brookhaven, Miss.
Robert Dennis Brown	Elementary Supervision	Gulfport, Miss.
Troy Nathan Bush	Secondary Education	Ellisville, Miss.
William Warren Byrd	Teaching of Biology	Hattiesburg, Miss.
John McCallum Carter, Jr.	School Administration	Hattiesburg, Miss.
Hilda Sims Caves	Elementary Education	Laurel, Miss.
Curtis A. Chartz	School Administration	Biloxi, Miss.
John L. Dale	School Administration	Lucedale, Miss.
Henrietta Koons Darby	Psychology of Reading	Hattiesburg, Miss.
Hemby R. Davis	Secondary Education	Meridian, Miss.
Henry M. Falter	School Administration	Collins, Miss.
Glover Wesley Fikes	Secondary Education	Magee, Miss.
Jesse Jewell Gullidge	School Administration	Tylertown, Miss.
Roy A. Guyton	Health & Physical Ed.	Birmingham, Ala.
Ruby O. Howard	Elementary Education	Hattiesburg, Miss.
Helen Grace Jordan	Secondary Education	Hattiesburg, Miss.
Nancy Robertson Jost	Teaching of English	Gulfport, Miss.
L. A. Krohn	School Administration	Perkins, Miss.
Elizabeth Evelyn Lewis	Secondary Education	Laurel, Miss.
Imogene Williamson Lockett	Home Economics Ed.	Meridian, Miss.
William Graham McDonald	School Administration	Poplarville, Miss.
Stella Harper McNeil	Home Economics Ed.	Hattiesburg, Miss.
Virgil M. McLendon	School Administration	Quitman, Miss.
Edwin Franklin Mercer	School Administration	Hattiesburg, Miss.
Geradine Gilbert Mercer	School Administration	Hattiesburg, Miss.
Joel W. Mitchell	School Administration	Summit, Miss.
Genevieve F. Newman	Elementary Education	Franklin, La.
Hershel Thomas Patterson	School Administration	Sylvarena, Miss.
Rodgers Gene Perkins	Health & Physical Ed.	Hattiesburg, Miss.
William Bernard Powell	School Administration	Laurel, Miss.
Ruby Johnson Reese	Elementary Supervision	Meridian, Miss.
Inez Wilkerson Revels	Elementary Education	Hattiesburg, Miss.
Gladys M. Roos	Elementary Supervision	Bogalusa, La.
Wilhelmina R. Rutt	Secondary Education	Hattiesburg, Miss.
Sydney Sako	Secondary Education	San Antonio, Texas
Joseph A. Santa Cruz	Secondary Education	Hattiesburg, Miss.
Charles Ray Shows	Teaching of History	Sanford, Miss.
Willie Dean Shows	Secondary Education	Hattiesburg, Miss.
May Belle Gray Smith	Elementary Education	Centreville, Miss.
Alonzo Grady Stewart	School Administration	Mize, Miss.
Clara Bickham Thomas	Elementary Supervision	Clifton, La.
Roger Crawford Thompson	School Administration	Forest, Miss.
Willie Mae Rainey Wade	Secondary Education	Jackson, Miss.
Helen Brent Walker	School Administration	McComb, Miss.
Mary Catherine Hanson Ward	Secondary Education	Chattanooga, Tenn.
William Henry Warren	Secondary Education	Hattiesburg, Miss.
William Clyde Williamson	Health & Physical Ed.	Kosciusko, Miss.
Henry C. Young	School Administration	Neshoba, Miss.

## MASTER OF MUSIC EDUCATION

James Frederick Carpenter	Music Education	Booneville, Miss.
Felix H. Spooner, Jr.	Music Education	Hattiesburg, Miss.

August 18, 1954

## MASTER OF ARTS

Archie Obe Amacker	School Adm. & Sup.	Poplarville, Miss.
Iddo William Ball	Secondary Education	Jackson, Miss.
Arthur H. Baugh, Jr.	Health & Physical Ed.	Albertville, Ala.
Aven C. Bilbo	School Adm. & Sup.	Biloxi, Miss.
Milton Doyle Blakeney	School Adm. & Sup.	Moselle, Miss.
Eva Marie Blumer	Communications	Sumrall, Miss.
Myrtle Harris Boazman	Elementary Supervision	Mobile, Ala.

S. E. Bond	School Adm. & Sup.	Baxterville, Miss.
Annelle Bonner	Teaching of Business Ed.	Waynesboro, Miss.
Mattie Sue Boone	Elementary Education	Sandy Hook, Miss.
Virginia Hunt Boyette	Secondary Education	Laurel, Miss.
Nancy Swetman Breeland	Speech Correction	Biloxi, Miss.
William Edward Brode	Teaching of Biology	Forest, Miss.
Dolphus Williams Brown	Elementary Supervision	Weathersby, Miss.
Malone Everett Bryant	Secondary Education	Collins, Miss.
Olive Katherine Carter	Secondary Education	Laurel, Miss.
Paul Eugene Chapman	Health and Physical Ed.	Hattiesburg, Miss.
Carolyn Wood Clark	Elementary Education	Jacksonville, Fla.
Margaret June Clayton	Health and Physical Ed.	Bogalusa, La.
Faye Armstrong Coit	Elementary Supervision	Meridian, Miss.
Mary Richardson Cole	Elementary Education	Hattiesburg, Miss.
Delbert Henry Copeland	Secondary Education	Philadelphia, Miss.
Roger Prentice Copeland	Teaching of Mathematics	Philadelphia, Miss.
Harry Perle Dayton	School Adm. & Sup.	Bogue Chitto, Miss.
Thomas Earl Deen	Secondary Education	Sumrall, Miss.
Mae Leggett Dollar	School Adm. & Sup.	Brookshire, Texas
Milford F. Dollar	School Adm. & Sup.	Brookshire, Texas
Mary Jacqueline Ekes	Adm. Personnel & Counseling	Laurel, Miss.
Audra Rodgers Eubanks	Elementary Education	Hattiesburg, Miss.
Woodie E. Evans	Elementary Supervision	Fulton, Miss.
Mildred Cotton Fancher	Home Economics Ed.	Vicksburg, Miss.
Joel Branon Foose	School Adm. & Sup.	Carksdale, Miss.
Ruby H. Franks	Elementary Education	Houston, Miss.
Olive Gatewood	Secondary Education	Hillsboro, Miss.
Katie Ruth Grant	Health & Physical Ed.	Caledonia, Miss.
Nora M. Gresham	Secondary Education	Mendenhall, Miss.
Doris Simmons Hamilton	Home Economics Ed.	Laurel, Miss.
James Lee Harrrell	Health & Physical Ed.	Stringer, Miss.
Grace Waldrup Hensarling	Elementary Education	Natchez, Miss.
Clarence Dale Hill	Secondary Education	Perkinston, Miss.
James L. Hinton	School Adm. & Sup.	Bay Springs, Miss.
Mary Ida Hoffman	Home Economics Ed.	Brookhaven, Miss.
Clifford E. Hollaway	School Adm. & Sup.	Pass Christian, Miss.
Barbara Ann Huff	Home Economics Ed.	Collins, Miss.
Hubert Olyn Hurt	Teaching of Social Studies	Ellisville, Miss.
Mary Bethany Blanks Jackson	Home Economics Ed.	Hattiesburg, Miss.
Leroy O. James	Elementary Education	Tylertown, Miss.
John Owen Jenkins	School Adm. & Sup.	Shuqualak, Miss.
Andrew Melvin Jones	Speech	McCool, Miss.
Tillie Belle Magee Jones	Home Economics Ed.	Tylertown, Miss.
Grgory John Johnson	School Adm. & Sup.	Jackson Miss.
Cecil Rodney Jordan	School Adm. & Sup.	Ellisville, Miss.
Alson Cicero Knight	School Adm. & Sup.	Laurel, Miss.
Cynthia Ruby Lee Knight	Secondary Education	Laurel, Miss.
Grace McCann Koen	Elementary Education	Hattiesburg, Miss.
James O. Kuyrkendall	Health & Physical Ed.	McComb, Miss.
Carlos William Landrum	School Adm. & Sup.	Laurel, Miss.
Ola F. Lenaz	Secondary Education	Gulfport, Miss.
Doris Craig Lewis	Teaching of Mathematics	Brookhaven, Miss.
Bobbie Beall Lumpkin	Elementary Education	Lumberton, Miss.
Louise B. Lynd	Elementary Education	Moss Point, Miss.
Leon Marcell McKee	Elementary Supervision	Decatur, Miss.
Russell E. Magee	School Adm. & Sup.	Franklin, La.
James E. Mangum	Health & Physical Ed.	Purvis, Miss.
Everett Donald Marshall	Secondary Education	Philadelphia, Miss.
Oree Gerald Mauldin	Secondary Education	Laurel, Miss.
Evelyn Lanocel Montgomery	Adm. Personnel & Counseling	Laurel, Miss.
Idelle Cook Morrison	Secondary Education	Laurel, Miss.
William Wesley Mullineaux	Health & Physical Ed.	Baltimore, Md.
Peggy Jean Murray	School Adm. & Sup.	Natchez, Miss.
A. C. Owens	School Adm. & Sup.	Mize, Miss.
Abner Tyrus Pearce	School Adm. & Sup.	Vancleave, Miss.
Mary Louise Powell	Speech Correction & Hearing	Meridian, Miss.
John J. Read	Secondary Education	Picayune, Miss.
Jewel Joanne Red	Speech Correction	Hattiesburg, Miss.
Percy A. Reeves	Secondary Education	Summit, Miss.
Thomas Linfield Reeves	School Adm. & Sup.	Long Beach, Miss.
Bertie Mae Rogers	Elementary Education	Laurel, Miss.
Geneva Rogers	Secondary Education	Sanford, Miss.
Charles H. Rohe	Health & Physical Ed.	Park Ridge, Ill.
May C. Round	Home Economics Ed.	Laurel, Miss.
Ivan Patterson Rosamond	Health & Physical Ed.	West, Miss.
Juanita Morris Sanders	Secondary Education	Hattiesburg, Miss.
Otie Elward Sikes	School Adm. & Sup.	Carthage, Miss.
Flora S. Simmons	Elementary Supervision	Hattiesburg, Miss.
Robert Wilson Sims	School Adm. & Sup.	Cairo, Ga.

Benjamin Franklin Smith	Teaching of Social Studies	Hattiesburg, Miss.
Dixie Lee Smith	Speech Correction	Meridian, Miss.
Fannie Mae Smith	Teaching of English	Hattiesburg, Miss.
Lula Daws Smith	Elementary Education	Union, Miss.
Wilford Leonard Smith	School Adm. & Sup.	Raleigh, Miss.
Roger Harvey Sorenson	Health & Physical Ed.	Omaha, Neb.
William Layton Spruell	School Adm. & Sup.	Moss Point, Miss.
Charles Farrell Stewart	School Adm. & Sup.	Poplarville, Miss.
Lottie Estell Sudduth	Elementary Education	Pascagoula, Miss.
Annie M. Tanner	Elementary Supervision	Wilmer, Ala.
Bessie R. Threadgill	Elementary Education	Mobile, Ala.
John Duel Toney	School Adm. & Sup.	Franklinton, La.
James Everett Toomey, Jr.	Teaching of English	Hattiesburg, Miss.
Maude Redmon Turnage	Elementary Supervision	Seminary, Miss.
Luelia Buck Varnado	Elementary Supervision	Jackson, Miss.
Bertha Chapman Vinson	Secondary Education	Waynesboro, Miss.
John Edmund Wallace	Teaching of English	Sanford, Miss.
John Huff Walker	School Adm. & Sup.	Taylorsville, Miss.
Lenton V. Weatherford	School Adm. & Sup.	Union, Miss.
Lester Perry Weathers	School Adm. & Sup.	Philadelphia, Miss.
Ethel Moore Welborn	Elementary Education	Taylorsville, Miss.
Jesse Williams	Secondary Education	Summit, Miss.
Margaret Wherritt Winters	Elementary Education	Jackson, Miss.
Edward A. Wood	School Adm. & Sup.	Columbia, Miss.

### MASTER OF MUSIC EDUCATION

John Paul Jones	Music Education	Jackson, Miss.
Margaret Hayles Porter	Music Education	Hattiesburg, Miss.
Thomas Arnold Wasson	Music Education	Kosciusko, Miss.

### MASTER OF EDUCATION

Raymond E. Bittle	School Adm. & Sup.	Biloxi, Miss.
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